

PATERSON PUBLIC SCHOOLS

ANNUAL REPORT

EVALUATION OF DISTRICT STRATEGIC PLAN 1998-1999
AND
MODIFICATIONS FOR CHANGE

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STATE DISTRICT SUPERINTENDENT OF SCHOOLS

*September 28, 1999

EXECUTIVE SUMMARY
FOR THE
PATERSON PUBLIC SCHOOLS DISTRICT
ANNUAL REPORT EVALUATION OF STRATEGIC PLAN FOR 1998-1999
AND
MODIFICATIONS FOR CHANGE

This required annual report is a comprehensive evaluation of the progress made by the district on the statewide assessment programs and activities/strategies reported on the 1998-1999 strategic plan. For the first time, this document will also include a section on modifications for change on any activities/strategies documented in the 1999-2000 Education Plan submitted by the district. Additionally, it must be noted that the intent of both documents has dramatically changed to effectively allow the district to reassess its program/activities annually and make modifications to the documents, periodically, based exclusively on the statewide assessment programs (HSPT, GEPA, and ESPA), respectively.

The Annual Report contains an overview, which basically captures the essence of the contents and intent of the document. The annual report is comprised of five sections which include the Benchmark Tables, the evaluation of whether the activities/strategies implemented in the strategic plan were successful or not, areas of modification, a compliance section and appendices. Critical to the efficacy of the implemented activities in this document is that the rating of whether activities/strategies are successful or not is determined by the impact which the stated strategy had on the statewide assessment program, namely, HSPT, GEPA, and ESPA, in that order. Again, as the statewide assessment program results become available to the district, there is an extensive review process evaluating program effectiveness relative to student achievement versus to issues of compliance, as in the past. These compliance issues, typically dealing with facilities, personnel GAAP codes and dropout rate will be dealt with annually via corrective action plans developed for each area.

Finally, this document demonstrates that although the district experienced some shortfalls with the HSPT results, that there was a strong concerted educational and instructional effort made by the district. Furthermore, to better meet the challenge of future assessment issues/results, periodic engagement of conversations/evaluations/modifications across content and clusters yield a more focused, content area, as well as, pedagogical staff development program and more laser-focused strategies to improve student achievement.

OVERVIEW OF PLAN

The annual report for the Paterson Public School District reflects a review of strategies which were designed to enhance student achievement on New Jersey mandated state assessments: the High School Proficiency Test, ESPA and GEPA. Strategies from the 1998-99 district Strategic Plan were evaluated and modifications for change for 1999-2000 were made and will be more detailed in the educational plan.

An analysis of student performance on the High School Proficiency Test (HSPT 11) was conducted, and benchmarks were set for 1999-2000 based on '98-'99 actual student performance.

A review of strategies designed to enhance student performance at the elementary level was conducted. Included in the appendix of the annual report is a summary of student performance initiatives at the elementary level.

A team of central office and school based personnel collaborated to develop this annual report and evaluation process. Those team members included:

Magalys Carrillo, Director of Curriculum
Alain Campbell, Math Department Chairperson
John Cartaina, Supervisor of Social Studies
Jennifer Crews, Science Support Teacher
Mary Dawson, Supervisor of Mathematics (Elementary)
Marilyn DiMartino, English Department Chairperson, Eastside High School
Isabelle Grassi, Science Department Chairperson, Eastside High School
Dr. Gloria Hagopian, Director of Research, Planning & Evaluation
Ruthann Hilferty, Supervisor of Language Arts (Elementary)
Jeanette S. Lyde, District High School Coordinator
Dr. Victoria Madden, Supervisor of Science
Eileen McCoy, Assistant Director of Literacy: Mathematics (Elementary)
Brenda Patterson, District Coordinating Director
Dominick Pelosi, Vice Principal, Rosa Parks School
Evelyn Pittman, Assistant Director of Literacy: Language Arts (High School)
Joseph Rieder, English Department Chairperson, John F. Kennedy High School
Joanne Riviello, Supervisor of Mathematics (Elementary)
John Rizzo, Vice Principal, Eastside High School
Robert Salviano, Math Department Chairperson, Eastside High School
Dennis Sevano, Assistant Superintendent
Dr. John Sico, Supervisor of Mathematics (High School)
Sharon Smith, Principal, Rosa Parks School
Dennis Vroegindewey, Supervisor, Library Media

ORGANIZATION

The Annual Report consists of three primary sections. Followed by appendices of modifications for change, tables and analyses.

Section I **Benchmark Table**

This section contains results of the district's actual performance, benchmarks and deviation from the benchmark. Benchmark projections for 1999-2000 and 2000-2001 are also included.

Section II **Evaluation of Strategies**

This section allows the district to engage in cross cluster/cross curriculum evaluation/assessment of the effectiveness of the activities/strategies delineated in the 1998-1999 strategic plan, specifically at this reporting, for the secondary schools following the reporting of the HSPT results by the district. The evaluation of the strategies for the elementary grades will follow the reporting of the GEPA and ESPA results, respectively. However, for a snapshot of elementary level activities, please review the appendices.

Section III **Areas for Modification in 1999-2000**

The Educational plan will be revised in light of the results attained in sections II and I. This revision will address all subject areas with the foci on instruction, curriculum, and staff development.

The Superintendent has redirected the focus of teaching and staff development to reading, writing, and mathematics in **all subjects** regardless of the level of performance on the HSPT. To that end four primary areas are presented for modification:

Staff Development
Realignment of Staff
Instructional Time
Instructional Strategies

Section IV **Compliance**

In this section compliance issues are minimally addressed since the new guidelines will require a corrective action plan for four of these areas.

Section V **Appendices**

In this section of the Annual Report both the elementary and secondary efforts, which the district put forth in the 98-99 school year to improve student achievement, are outlined.

I. HSPT BENCHMARK TABLES

I. 1998-1999 HSPT BENCHMARKS

District Performance

(Page 14 of the Strategic Plan)

This section reports on the performance of the district and each high school against established benchmarks. It also compares student test results for the 1998-1999 year to student performance in the past three years. Table 1 on the next page displays the district HSPT scores for the 1996-1997, 1997-1998, and 1998-1999 school years. The table is divided into two sections:

1. The left section displays three years of test results and the 1998-1999 benchmark
2. The right section of the table shows three different comparisons of the results:
 - Differences between the *current year* performance and *last year's* performance which are -12.2 in reading, -4.1 in writing, and +9.14 in mathematics
 - Differences between *benchmark* and *current year's* performance, which are -23.7 in reading, -11.7 in writing, and -8.0 in mathematics.
 - Differences between *actual* performance against *state standards* of 85% passing, which are -32.7 in reading, -22.7 in writing, and -17.0 in mathematics.

High School Performance

1. None of the schools met their benchmarks
2. Rosa Parks met state standards of 85% passing in writing and mathematics.
3. Current year performance improvements over last year results at the three high schools are as follows:
 - J. F. Kennedy's performance improved by +1.5 in writing and +8.1 in mathematics
 - Eastside's performance improved by +11.4 in mathematics
 - Rosa Park's performance improved by +3.1 in mathematics.

PATERSON PUBLIC SCHOOL DISTRICT

**1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1998-1999**

Summary Student Performance

DISTRICT

READING

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	57.6	54.8	64.5	52.3	76.0	-12.2	-23.7	-32.7

WRITING

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	68.6	62.9	66.4	62.3	74.0	-4.1	-11.7	-22.7

MATHEMATICS

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Bench-mark	+or- State Standard
H.S. Proficiency Test	68.7	71.2	58.6	68.0	76.0	+9.4	-8.0	-17.0

PATERSON PUBLIC SCHOOL DISTRICT

**1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1998-99**

Summary Student Performance

ROSA PARKS HIGH SCHOOL

READING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	RESULTS		
						+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	89.2	92.2	94.4	82.8	97.0	-11.6	-14.2	-2.2

WRITING

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	RESULTS		
						+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	89.2	96.9	94.4	92.2	97.0	-2.2	-4.8	+7.2

MATHEMATICS

Indicator	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	RESULTS		
						+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	90.8	98.4	90.7	93.8	94.0	+3.1	-0.2	+8.8

PATERSON PUBLIC SCHOOL DISTRICT

**1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1998-1999**

Summary Student Performance

EASTSIDE HIGH SCHOOL

READING

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	47.4	46.1	57.8	44.5	71.0	-13.3	-26.5	-40.5

WRITING

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	60.3	58.9	64.5	51.5	75.0	-13.0	-23.5	-33.5

MATHEMATICS

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Bench-mark	+or- State Standard
H.S. Proficiency Test	59.5	64.7	45.7	57.0	66.0	+11.3	-9.0	-28.0

PATERSON PUBLIC SCHOOL DISTRICT

**1995-2000 STRATEGIC PLAN ANNUAL REPORT
SCHOOL YEAR 1998-99**

Summary Student Performance

JOHN F. KENNEDY HIGH SCHOOL

READING

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	59.6	54.8	66.0	52.5	76.0	-13.5	-23.5	-32.5

WRITING

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	72.0	59.9	63.6	65.1	74.0	+1.5	-8.9	-19.9

MATHEMATICS

Indicator						RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1998-99 Benchmark	+or- 1997-98 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	73.1	71.9	63.9	72.0	74.0	+8.1	-2.0	-13.0

II. EVALUATION OF STRATEGIES

SECONDARY LEVEL
MATHEMATICS

Align Math Curriculum to Core Curriculum Content Standards with frameworks and provide test item specifications (p.23-B & D)

A committee of high school teachers and department chairpersons representing all high schools, under the direction of the mathematics supervisor, was formed to revise the 9-12 Mathematics Curriculum. This revision aligned the Mathematics Curriculum to Core Curriculum Content Standards. The Paterson Board of Education, at the October 1998 board meeting, adopted the revised math curriculum. This revised curriculum was implemented during the 1998-99 school year.

The Cluster III mathematics supervisor and math support teacher expanded the 9-12 mathematics resource manuals to contain High School Proficiency Assessment (HSPA) specifications.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Although the HSPT 11 math scores did not reach an 85% success rate, the increase in the math scores was statistically significant. These strategies will continue. The high school mathematics curriculum is constantly being revised to keep abreast of the latest trends in mathematics, the New Jersey Standards, and the latest trends in technology. This strategy helped the HSPT II Math scores increase because the 9 - 12 mathematics curriculum is a "Live" document and as such, because it is aligned to the Math Core Curriculum Content Standards, material taught mirrored HSPT 11 tested skills. The mathematics supervisor monitored curriculum alignment. A district made final exam developed by a committee of high school math teachers assured curriculum alignment. However, the key to success is follow-through.

SECONDARY LEVEL
MATHEMATICS

Staff development on Core Curriculum Content Standards and Implementation in daily instruction. (*p. 23, E, F, H, I, K, L, P & Q*)
(*p. 24 I & J*) (*p. 28 B & C*) (*p. 52 – 3rd. bullet*) (*p. 53-D*)

The Cluster III math supervisor and math support teacher provided in-services for staff on HSPT/HSPA test specifications and relating HSPT/HSPA skills to the Core Curriculum Content Standards. Professional development was supported and staff took advantage of district, local and national conferences. Also, during the summer of 1998 an interdisciplinary workshop was held where the math, English, social science and science supervisors presented strategies for interdisciplinary team teaching. In addition all after-school math program teachers were required to attend small-group meetings to focus on the Core Curriculum Content Standards and to discuss effective strategies.

The Cluster III team provided staff opportunities to receive additional professional development by attending conferences, seminars, etc. The mathematics teachers attended conferences in the NJ/NY area and as far away as San Francisco for the NCTM.

The staff will continue to receive additional staff development opportunities by attending conferences, seminars, etc. It is essential to keep staff informed of the latest educational trends in mathematics.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Although the HSPT 11 math scores did not reach an 85% success rate, the increase in the math scores was statistically significant.

The staff development strategies will continue. As W. Edwards Deming said, "People do best when they know what is expected of them." The math supervisor modified staff development strategies, after the administration of the October HSPT 11, by concentrating on preparing students to do well on open-ended questions. By focusing on a specific weakness, math teachers were given a strategy through staff development on Core Curriculum Content Standards on techniques to get students to score high on the 11 grade HSPT. In addition, the math supervisor and math support teacher discussed HSPT11 mathematics skills and open-ended math strategies on their monthly TV show. This showed was aired 3 times a day and will continue weekly this school year.

SECONDARY LEVEL
MATHEMATICS

Develop a partnership with Montclair State University, William Paterson University, Passaic County Community College, and Fairleigh Dickinson University to help students pass the HSPT

(p. 25 – M & P)

The Cluster III math supervisor contacted all of the above institutions with the exception of FDU. A partnership was set up with each school utilizing their strengths. MSU, under the guidance of Dr. Piccolino, sent 15 prospective math teachers to tutor targeted math students at EHS. WPU, under the guidance of Dr. Jani, opened their doors to 35 targeted students each week and for 1 ½ hours a WPU mathematics professor taught class on selected math topics prepared by the Cluster III math supervisor.

PCCC, under the guidance of Dr. Rose, opened their computer resource labs every Monday through Friday from 3:00PM to 8:00PM and on Saturdays from 9:00AM to 12 Noon. PCCC tutors were available to tutor students from all five high schools. In addition, an all day math retreat for juniors from the 5 high schools was held the Friday before the April test at W.P. University. Test taking skills were reviewed and WP professors reviewed specific HSPT skills prepared by the Cluster III math supervisor.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

The Montclair State University, William Paterson University and Passaic County Community College Partnerships will continue. The Fairleigh Dickinson University Partnership, which was not arranged by the Cluster III team, never materialized. It is important to reinforce math concepts both on and off campus with non-district staff. The students who participated in the on-going partnerships had a higher percentage of passing the math section of the HSPT.

SECONDARY LEVEL
MATHEMATICS

Pilot computer system and software(p. 25 N and O)

The math supervisor arranged to pilot a computer software package (CCC) at Eastside High School to improve HSPA/HSPT/SAT math scores. Application Math III classes was assigned specific dates and times to use this software.

The math supervisor and math support teacher installed HSPT Mathematics Software on all math computer at all five high schools.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Installation of the latest software for HSPT/HSPA/SAT will continue to be installed on all math computers. The more technology that is used to supplement the on-going instruction, the more likelihood of better student interest and better student performance. The CCC pilot program will not be continued. The evaluations done by the mathematics teachers indicated that this software did not meet their needs.

SECONDARY LEVEL
LANGUAGE ARTS

Align Language Arts curriculum to Core Curriculum Content Standards with framework and provide test item specification
(p. 19 – A, B & C)

The Language Arts Curriculum is aligned to the Core Curriculum Content Standards with frameworks and test specifications included for daily instruction. During the 1998-99 school year a series of in-service session were held for Language Arts teachers of grades 9-12. The Core Curriculum Content Standards and related materials including Test Specification and Frameworks were discussed and distributed during these sessions. Additionally, teachers of Science and Social Studies were involved in two sessions of in-service focusing on CCCS and Language Arts Frameworks. These teachers were given copies of these documents to increase integrated instruction across the disciplines. Instructors in the academic used these materials in a positive manner.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Success was evident in the academies (STEM and HARP) as demonstrated by the HSPT test results for these students. Most students were not successful due to a variety of circumstances including limited implementation of concepts and follow up activities. These variables must be addressed if student performance is expected to improve. The upcoming Education Plan includes a vibrant plan-of-action for Language Arts activities and strategic. Moreover, a designated person must be held accountable for monitoring the implementation of these activities, with status reporting done on a consistent (possibly monthly) basis.

SECONDARY LEVEL
LANGUAGE ARTS

Improve the quality of student writing (p. 20 - I)

- **Use of prewriting graphic organizers**
- **Assign extensive writing (journals, essays)**
- **Use revision strategies and practices**
- **Use scoring rubrics**

Several efforts were made to provide a variety of writing prompts and experiences with graphic organizers. Poems, clippings from newspapers and topics from online were used in this endeavor. Revision strategies and practice with writing checklist proved to be successful for those students engaged in academy settings as demonstrated in their HSPT scores. The use of the big three and big five (posters that structure essay writing) strategies increased the length of the essay responses. Use of scoring rubrics was evident for those students with the higher scoring students.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Some students are still experiencing difficulty in the areas of writing. Assignments must be formatted to fit the design of assessment instruments; staff must be in-serviced to have a clear understanding of levels of expectations in all content areas Science, Social Studies, Physical Education, etc. All staff must be trained (in all content areas) in a variety of writing activities, including, but not limited to holistic scoring, interdisciplinary units, etc. Common planning time and cross discipline participation is needed for all grade levels. Consistently, the activities and strategies in the Education Plan must be revised to indicate specifically what writing activities will be implemented, how often and who will monitor their implementation.

SECONDARY LEVEL
LANGUAGE ARTS

Increase the quality and quantity of student reading (p. 21 – J)

- **RIF**
- **Library program (literature circles)**

Four book reports were mandated for all students. Limited Reading experiences was included in the regular daily program. Assignments for homework included some reading at the independent level. However, all students were not engaged in extended reading activities. Library circles involved select students starting in March and for a limited number of 11th graders, only, when the Accelerated Readers arrived. All students were involved in Reading is Fundamental (RIF) and four books were distributed for personal ownership and leisure reading, but no mandated assignments on these books were required.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Reading Is Fundamental (RIF) was not successful in changing the students' reading performance on a district level. This pleasure reading program will be monitored in a different manner during the 1999-2000 school year in order to document its effectiveness on test performance.

SECONDARY LEVEL
LANGUAGE ARTS

Continue Partnership with Passaic County Community College. (meet the author) (p. 21 – K)

High School students were engaged in a variety of stage performances and “Meet The Author” experiences. Students were able to attend many noted performances by recognized theater groups. Also, famous authors visited all high schools to interact with the students. As a result, an annual anthology of student writing was produced. This document is officially recognized throughout the state of New Jersey. Through a grant provided by the Dodge Foundation, this partnership includes the NJ Department of Humanities/Arts, Passaic County Community College, and the Paterson Public Schools.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

The partnership with Passaic County Community College did not increase student performance on the HSPT in a measurable degree.

SECONDARY LEVEL
LANGUAGE ARTS

Provide support for twelve teams. (p. 22 – P)

The 12 teams during a 3-day workshop developed thematic units in August 1998. Implementation was done by the Academy groups and these involved in small group instruction benefited by the construction of the modules. These inter-disciplinary modules were created by twelve (12) teams comprised of eighty (80) staff members from cross content areas. Select groups successfully completed these activities. The general population of students, however, did not participate in the cross discipline implementation of thematic units in an effective manner due to time and scheduling constraints.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

The implementation of these interdisciplinary units was successful with the small learning communities and academies, such as HARP. However, sustained and continued staff development must be on-going and expanded to include all 11th graders and 10th graders. Therefore, to effectively attain successful implementation in the delivery of instruction common planning time must be worked into the staff's schedule.

SECONDARY LEVEL
LANGUAGE ARTS/MATH

Implement the Paterson Project at Eastside High School (p. 29 – F)

The Paterson Project did not succeed. Many factors within and without the school and community contributed to its lack success. The Paterson Project at Eastside High School consisted of pairing a veteran, experienced, highly successful principal with the principal at Eastside High School. Together they were to form a change teams which should have examined the school's instructional achievement (critical problem) for solutions, conducted an educational audit to establish capacity to improve student achievement, and established objectives and processes to facilitate this change.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

The Paterson Project was not successful, although the two administrators became “critical friends”. The school related activities which would have had an impact on student achievement or change at Eastside High School, were not brought to fruition. Since the fallout presumably occurred in the implementation stage, a re-examination needs to occur before modifications for next school year. However, beyond what has been completed, a reassessment of the actual “work” and peer-coaching model should be redirected to affect student achievement.

SECONDARY LEVEL ***LANGUAGE ARTS***

Staff development on Core Curriculum Content Standards and implementation in daily instruction. (*p. 19 – 22 F, H, L, M, O, P & R*) (*p.28 B & C*) (*p. 52 – 3rd bullet*) (*p. 53 D*) (*. 55 A,B*) (*p. 57 B*) (*p. 59A*)

Selected staff participated in staff development activities on Core Curriculum Content Standards and implemented these strategies in daily instruction. Language Arts teachers were involved in 18 workshops during the 1998 – 1999 school year. These sessions focused on test specifications, Language Arts frameworks, performance assessment, HSPT/HSPA preparation. Newspaper in education etc. English, Social Studies and Science teachers participated in three (3) workshops related to Integrated Instruction. Academy teams implemented teaching thematic units after a three (3) day training session, these were somewhat successful. Performance Assessment workshops for English teachers were initiated and more must follow.

- High schools presented numerous professional development programs delivered by consultants, supervisors, and resource teachers in a wide array of content, as well as in strategies for instructional and/or organizational change and reform efforts.
- In order to enhance the capacity of principals, systemic involvement occurred in 1997-98 through a Leadership Institute but was not carried out over to the 1998-99. Instead the high school principals attended the secondary schools conference as a team. Extensive engagement of high school principals Whole School Reform and other operational initiatives detracted somewhat from the immediate student achievement focus.
- A variety of staff development activities for certified staff occurred outside of regular school hours in a wide range of topics, including but not limited to, HSPT after-school programmatic thrust and Whole School Reform.
-

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Staff development specialist (or a staff developer) for the high schools was not hired or trained. Subsequently, lack of follow through and support, limited to no implementation and lack of monitoring contributed to these sessions not having an impact on achievement. Constraints of time and lack of common planning periods created situations that were not conducive to implementation of some activity teachers experienced in staff development sessions. Revisions must be made in general school operations so that these negatives are eliminated. A clearly defined shift from the status quo (from skill and content) to a standards-based educational focus must be instituted at the secondary level. This overhaul of the high schools will required time, money and human resources (i.e. Additional personnel, additional staff development opportunities, etc.). Time on task must be revisited and scheduling must change for staff as well as students.

SECONDARY LEVEL
OFFICE OF APPLIED TECHNOLOGY – LANGUAGE ARTS ADDENDUM (Grades 9 –12)

Enhance Applied Technology learning through staff development and learning and curriculum alignment

In-service grades K – 12 Applied Technology staff HSPT/HESPA strategies including the Magic three Graphic Organizers, essay scoring rubric, implementation of Workforce Readiness Skills, Math and Communication Resources.

On the high school level, in-services were given and test review packets had been prepared by the English and Math Departments in preparation of the HSPT/HESPA and included the full participation of Applied Technology Department staff. Applied Technology staff received two in-services Staff was in-serviced in the Use of Internet Career Development resources at William Paterson University (1-11-99) to implement the career research paper activity from the district produced resource entitled Worksite Readiness Skills: Communications in Vocational Disciplines. A meeting was held with the supervisor and library/media staff to schedule an in-service for staff in preparation of student work, but the calendar could not accommodate this requested departmental activity on building level time this year. Two teachers out of 17 reported implementing the research paper activity.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Although activities were engaged in, they did not result in improved scores or planned research activities integrating reading, writing and technology by most teachers. The tremendous efforts expended by staff in these schools did not result in an increase in HSPT scores; Eastside and John F. Kennedy High Schools registered a 13% drop of language arts performance. The drill type of remediation has not shown itself to be successful with HSPT/HESPA tests. Quality academic/vocational integration around projects, leadership and career-based activities are recommended as one promising road. Better concept integration is provided and allows academic and vocational areas to meet their mandates better.

SECONDARY LEVEL
OFFICE OF APPLIED TECHNOLOGY – LANGUAGE ARTS ADDENDUM (Grades 9 –12)

Enhance Applied Technology learning through staff development and learning and curriculum alignment

Identify 12th grade in the Core Curriculum Content Standards related to applied technology disciplines, solicit feedback from supervisors and integrate these needs into a functional framework for inclusion in the curriculum revision process.

Core Curriculum Content Standards related to the applied technology disciplines were identified, sample lesson upgrade workshops held (10-5-98 and 10-19-98), and a functional framework established. Teachers upgraded existing lessons by adding activities that would result in closer adherence to benchmarks and across standards. The Technology Learning Activity (TLA) was expanded to include the Core Curriculum Content Standards, 4-MAT instructional design and special populations needed. The TLA is a student-centered, multi-modal, problem solving-based framework. These strategies are then included in the curriculum revision process. Currently, five courses of study are being revised – three (3) in the Life Management Skills area (Nutrition and Foods, Food Service and Life Skills) and two (2) in Technology Education (Technology Education I and II).

Collaborative areas were identified with the areas of science, mathematics, language arts, social studies, bilingual/ESL and special education. Although emphasis was primarily on the Core Curriculum Content Standards integration, bilingual/ESL students benefit from specific modifications in instructional technique, world of world/culture/social expectations and bilingual (Spanish, Arabic/Turkish/Bengali) publications to educate their communities about career-based education. Special education students have as their primary need instructional modification and increased school to work transition programs.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Activities were addressed as planned. Implementation plans incorporating the Core Curriculum Content Standards have been observed to be included in lessons by staff in both departments and applied academics are also practiced. Although the departments collaborate with academics and programs in the Science and Business Departments they also service needs population for whom high school standards pose a particular challenge.

SECONDARY LEVEL
WHOLE SCHOOL REFORM

WHOLE SCHOOL REFORM-ABBOTT REGULATIONS

The three Required Secondary Supplemental Program Plans were completed and the three comprehensive high schools were approved to hire three staff members, each to comply with the Abbott regulations, namely, the Technology Coordinator, the Health and Social Services Coordinator, and the Dropout Prevention Specialist. These three new positions will assist the high schools in preparing for the upcoming school year, in addition to helping with the development of the Required Secondary Supplemental Program Plan. All three high schools had active SMT's and were involved in exploration of model activities.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Although the three comprehensive high schools will be part of the third cohort of Whole School Reform Schools, they will continue to collaborate with a very structured and organized School Management Team to craft the Required Secondary Supplemental Program Plan for submission and will revise the Exploration Plans for 99-2000. Moreover, the high schools will continue to collaborate with central office staff to evaluate current/existing programs, and make site-based decisions as to whether these programs will continue for the 99-2000 school year. The Whole School Reform efforts were deemed successful at the secondary level since they are on target with their timelines.

SECONDARY LEVEL
BEFORE/AFTER SCHOOL AND EXTENDED YEAR PROGRAM

Before/After School Programs provided opportunities for students to prepare for the HSPT. The district offered the opportunity to attend extended day programs and Saturday programs to all students who will be attempting HSPT in the fall and/or the spring. In addition to 11th graders, these programs included students who were retained 10th graders as well as 12th graders. Below is a brief description of each group: Of the 1,241 students eligible to take the HSPT in the 1998-1999 school year, 461 or 37% participated in the extended school program.

Repeat tenth graders: Students who do not have enough credits to be classified as 11th graders. Some of these students become 12th graders in the spring semester.

Eleventh graders: These students have enough credits to be classified as juniors and are eligible to take the HSPT in the fall.

Twelfth graders: These students have either taken the HSPT at least once or are repeat 10th graders who needed one more semester to become twelfth graders.

The program was held one hour before school (Monday through Thursday), two hours after school (Monday through Thursday) and from 9 AM to 12 PM on Saturdays. The program began in December and ended one week after the April test administration.

Successful
 Unsuccessful

X

Explanation of Success/Nonsuccess:

Attendance patterns did not affect student performance, as indicated by the following analysis. The program will be redesigned to focus on curriculum content and delivery of instruction and will include strategies to increase student enrollment in the program. Efforts will be made to target students in danger of failing the test as well as those on the cusp.

Below is a breakdown of the programs and the number of attending students by grade, school, and program.

Table-1

Extended Day and Saturday Participation

		Extended Day and Saturday	Extended Day Only	Saturday Only	Total
10th	J.F.K.	0	1	0	1
	Eastside	1	0	0	1
	Total	1	1	0	2
11th	J.F.K.	16	254	1	271
	Eastside	29	77	51	157
	Rosa Parks	0	20	0	20
	Total	45	351	52	448
12th	J.F.K.	0	1	0	1
	Eastside	3	1	2	6
	Rosa Parks	0	4	0	4
	Total	3	6	2	11

1998-1999 School Year

It is interesting to note that forty-nine students participated in both Saturday and extended day programs. The majority, or 358 students participated in either the before school or after school program. Fifty-four students attended only the Saturday program.

Tables 2, 3, and 4 display student attendance rates and their performance on the reading, writing, and mathematics sections of the HSPT respectively. Overall students did better in mathematics and writing than they did in reading. It seems that the after school program had more impact on these two subjects than it did on reading. Below is an analysis on the performance of the students in each subject area and at different rates of attendance.

Table 4 reveals that for those students who attended extended day or Saturday programs, passing rates were as follows:

- 22.5% of those who attended **30% or less** of the days passed the reading section of the HSPT,
- 25.8% of those who attended **31% to 49%** of the days passed the reading section of the HSPT, and
- 25.2% of those who attended **50% or more** days passed the reading section of the HSPT.

Table 2

Attendance and Reading Performance on the HSPT

			Fail	Pass	Total
Attended 30% or Less	J.F.K.	N	72	31	103
		%	69.9%	30.1%	100.0%
	Eastside	N	107	16	123
		%	87.0%	13.0%	100.0%
	Rosa Parks	N	4	6	10
		%	40.0%	60.0%	100.0%
	Total	N	183	53	236
		%	77.5%	22.5%	100.0%
Attended between 31% and 49%	J.F.K.	N	28	13	41
		%	68.3%	31.7%	100.0%
	Eastside	N	18	3	21
		%	85.7%	14.3%	100.0%
	Total	N	46	16	62
		%	74.2%	25.8%	100.0%
Attended 50% or more	J.F.K.	N	95	34	129
		%	73.6%	26.4%	100.0%
	Eastside	N	18	2	20
		%	90.0%	10.0%	100.0%
	Rosa Parks	N	9	5	14
		%	64.3%	35.7%	100.0%
	Total	N	122	41	163
		%	74.8%	25.2%	100.0%

1998-1999 School Year

The students did slightly better in writing (see Table 3) than they did in reading:

- 37.3% of those who attended **30% or less** days passed the writing section of the HSPT,
- 29.0% of those who attended between **31% and 49%** passed the HSPT section of the HSPT, and
- 38.7% of those who attended **50% or more** days passed the writing section of the HSPT.

Table 3

Attendance and Writing Performance

			Fail	Pass	Total
Attended 30% or Less	J.F.K.	N	51	52	103
		Col %	49.5%	50.5%	100.0%
	Eastside	N	94	29	123
		Col %	76.4%	23.6%	100.0%
	Rosa Parks	N	3	7	10
		Col %	30.0%	70.0%	100.0%
	Total	N	148	88	236
		Col %	62.7%	37.3%	100.0%
Attended between 31% and 49%	J.F.K.	N	27	14	41
		Col %	65.9%	34.1%	100.0%
	Eastside	N	17	4	21
		Col %	81.0%	19.0%	100.0%
	Total	N	44	18	62
		Col %	71.0%	29.0%	100.0%
Attended 50% or more	J.F.K.	N	78	51	129
		Col %	60.5%	39.5%	100.0%
	Eastside	N	16	4	20
		Col %	80.0%	20.0%	100.0%
	Rosa Parks	N	6	8	14
		Col %	42.9%	57.1%	100.0%
	Total	N	100	63	163
		Col %	61.3%	38.7%	100.0%

1998-1999 School Year

In mathematics, students who attended the extended day and the Saturday programs did better than they did in reading and writing as shown in Table 4. The percentage passing and the rate of attendance are as follows:

- 50.4% of the students who attended **30% or less** days passed the mathematics section of the HSPT
- 37.1% of the students who attended **31% to 49%** of the days, passed the mathematics section of the HSPT, and
- 52.8% of those who attended **50% or more days** passed the mathematics section of the HSPT

Table 4

Attendance and Mathematics Performance on the HSPT					
			Fail	Pass	Total
Attended 30% or Less	J.F.K.	N	41	62	103
		%	39.8%	60.2%	100.0%
	Eastside	N	76	47	123
		%	61.8%	38.2%	100.0%
	Rosa Parks	N	0	10	10
		%	.0%	100.0%	100.0%
Total		N	117	119	236
		%	49.6%	50.4%	100.0%
Attended between 31% and 49%	J.F.K.	N	25	16	41
		%	61.0%	39.0%	100.0%
	Eastside	N	14	7	21
		%	66.7%	33.3%	100.0%
Total		N	39	23	62
		%	62.9%	37.1%	100.0%
Attended 50% or more	J.F.K.	N	63	66	129
		%	48.8%	51.2%	100.0%
	Eastside	N	10	10	20
		%	50.0%	50.0%	100.0%
	Rosa Parks	N	4	10	14
		%	28.6%	71.4%	100.0%
Total		N	77	86	163
		%	47.2%	52.8%	100.0%

1998-1999 School Year

Table 5 displays the attendance rate and the HSPT performance intervals. Attendance in the before/after school or Saturday program did not impact on student performance.

- In reading, 110 students out of 455 students (24%) who attended the extended day and/or Saturday program scored 300 or more.
- In writing, 169 students out of 461 students (37%) who attended the extended day and/or Saturday program scored 300 or more.
- In mathematics, 225 students out of 461 students (49%) who attended the extended day and/or Saturday program scored 300 or more

Table 5
Attendance Rate and HSPT Performance Levels

Reading	Performance Intervals		Time attending extended day /Saturday program		
			≤30%	31-49%	≥50%
	0-100	N	0	0	0
	101-150	N	15	5	7
	151-200	N	51	12	27
	201-250	N	61	16	44
	251-299	N	51	13	43
	300-over	N	53	16	41
Total		N	231	62	162

Table 5 (continued)

Writing	Performance Intervals		≤30%	31-49%	≥50%
	0-100	N	11	0	2
	101-150	N	8	5	6
	151-200	N	36	3	14
	201-250	N	51	23	36
	251-299	N	42	13	42
	300-over	N	88	18	63
Total		N	236	62	163

Mathematics	Performance Intervals		≤30%	31-49%	≥50%
	0-100	N	5	0	0
	101-150	N	8	2	1
	151-200	N	29	12	15
	201-250	N	40	14	27
	251-299	N	35	11	34
	300-over	N	119	23	86
Total		N	236	62	163

III. AREAS OF MODIFICATION

- A. ANALYSIS OF 1998-1999 HSPT
PERFORMANCE
- B. MODIFICATIONS FOR 1999-2000

A. ANALYSIS OF 1998-99 HSPT PERFORMANCE

HSPT Reading Performance - An Overview

Reflecting upon the achievement of the students in Grade 11 as measured by their performances on the HSPT, it is evident that improvement is needed in all areas. A comparison of October 1998 data with April 1999 results demonstrates a growth in most areas for the retested students. This is particularly notable in comprehension skills related to "reading between the lines".

It appears that the open-ended items were extremely challenging for all students, October and April testing cycles, with the emphasis on inferential comprehension ("reading beyond the lines"). These items require a higher level of thinking than any of the others related to reading/writing connection experiences. They also carry the most weight in the HSPT analysis. After careful review of the HSPT scores, it is apparent that students wrote lengthy responses without consideration of content flow and organization. Step-by-step processes were not incorporated into open-ended items. Additionally, selection/text were not utilized to support their responses.

HSPT Writing Performance - An Overview

A review of the students' performance in writing open-ended responses indicate that all students were severely challenged by the tasks. It appears that sentence construction and organization were leading skills for the October testing group, while the April retest group did better only in "sentence construction", while "organizational skills" decreased.

Seemingly, students were encouraged to write longer responses for the essay section, however, they were not able to keep the task in focus and produced disorganized, lengthy responses. This translated into scores below the passing level. Apparently, they did not follow the procedure for writing as a process: no pre-writing activity was evident and the editing/revising stage was displayed in few responses. Several students were rated in the 5 and 6 writing task distribution in October 1998. Efforts were made to push this group into level 7 by April, 1999. However, this strategy did not prevail and the ratings of 5 and 6 remained as "near" passing for a large number of students. The retested group had a mean of 5.4 compared to the October group with a mean of 7.1; a disappointment for all.

HSPT Reading Student Performance - An Overview

Reflecting upon the achievement of the students in grade 11 as measured by their performance on the HSPT, it is evident that improvement is needed in all areas. Each of the two (2) comprehensive high schools declined 13 points in reading.

HSPT Writing (Eastside High School)

The area of writing proved to be somewhat less challenging for the students than the reading section in October. Of the 248 students tested, 120 students passed - 45.6 for the first time regular students. It appears that these students attempted to respond to the essay writing prompt with vigor making length the criteria rather than content/organization. The multiple choice items were addressed in a meaningful manner with a 4.1 in organization and a 3.5 in sentence construction.

Problems were evident in the written responses demanding the highest level of thinking skills and the use of transitional words. The writing task distribution scores showed a large number of students between the 4-6 rating. These are "near" passes but lacking in cohesive information focusing on the specific task.

Student performance in writing did not improve in April, 1999. The mean dropped to 248.7 compared to a mean 293.9 in October 1999. These retested students did not demonstrate the strategies for "writing as process" in most situations.

HSPT Mathematics Performance - An Overview

Although the HSPT 11 math scores did not reach an 85% success rate, the increase in the math scores was statistically significant.

The open-ended item mean results on the April test showed a 29.6% increase over the October results, i.e., the mean open-ended score increased from 8.7 in October to 11.3 in April. This verified that the open-ended item test questions strategies were successful.

Also there was an increase in the mean score on all clusters on the April test when compared to the October results. Each cluster, with the exception of Patterns and Functions, showed an increase in the mean number of questions correct, i.e. numerical operations +0.2, measurement and geometry +0.3, patterns and functions -1.2, data analysis +1.5, and fundamentals of algebra +0.2.

The increase in the overall math scores was due to the increase on the mean scores on open-ended items. The open-ended strategies will continue for 1999-00 and there will be strategies showing students how to transfer this learning to multiple choice and graded response items.

B. MODIFICATIONS for 1999-2000

The district fully realizes that significant, radical changes will have to occur in those areas where inconsistent student test scores have been evident over the past two years. The need for creative leadership, focused student achievement goals and pedagogical practices supported by a wealth of human and fiscal resources are key to intrinsic commitment to continuous learning for all.

Four characteristics will be highlighted in the district's model to support the secondary level organizational endeavors to facilitate their priorities as they reestablish and realign the infrastructure of their instructional design and operation. First, all staff development efforts will coincide with the district's focus on clearly stated goals, objectives and strategies that have direct relationship to student achievement progress. Simultaneously, the high schools will pursue selecting whole school reform models, and will train School Management Teams in building their capacities to provide support, via decision-making and problem-solving methods to address student achievement issues. This plan to provide high quality professional development will assist teachers as they adapt to the changing cognitive needs of our students, in addition to deepening content expertise and incorporating reading and writing activities across the disciplines in grades 10 and 11, minimally. To be effective and inclusive of all staff, this plan will also extend to those assigned to small school thematic academies. Planning for success requires that such opportunities embrace and honor individual student learning and collegial organizational learning. Secondly, an efficient, student-focused administrative team will be given the requirement of designing, implementing, and monitoring the support structures that will recognize and permit the necessary reform processes to occur. Thirdly, instructional time for students will be reviewed and modified to maximize current programs that have proven to contribute to growth in student achievement. Additional efforts will focus on incorporating varied, daily scheduling scenarios within the parameters of the current school day and year for 11th and 10th grade students. Lastly, instructional strategies for 11th grade students will be revisited to ensure that standards-based activities, assessments, and assignments will be expected, implemented, monitored and enhanced via collegial interactions and data-driven practices to increase student and staff accountability and support.

The following outline presents an overview, by content, of the 1999-2000 organizational framework to ensure the district's progress in enhancing student achievement.

I. CROSS-CURRICULAR MODIFICATION

Increase in Staff Development

- ❖ Develop and implement Professional Improvement Plans focused on instruction and improvement of student achievement.
- ❖ Plan and implement retreat for English, Mathematics, Science and Social Studies staff to develop a plan that goes “beyond the ordinary” for HSPT success.
- ❖ Provide intensive and extensive staff development to focus on delivery of instructional services aligned to mastery of HSPT reading, writing and mathematics skills across departments and disciplines specifically targeting grade 10 and 11 staff.
- ❖ Interschool visitation of reading, writing, math staff will be initiated to provide daily time for improving and sharing standard based classroom instructional lessons.
- ❖ Educational visits to similar districts (Passaic)(Hackensack)(Jersey City), who have demonstrated continuous success in improving their reading and writing scores on the HSPT.

Realignment of Staff

- ❖ The role(s) of Department Chairpersons will be reviewed and modified to rigorously develop, implement and monitor rigorous standards-based pedagogical reading and writing strategies across disciplines focusing on student-centered activities and outcomes.
- ❖ Principals at Eastside High School and John F. Kennedy High School will be appointed (to fill current vacancies) who are proven Instructional Leaders committed to reform efforts that will strongly effect departmental instructional change and student achievement. Thus, a newly configured administrative team will be in place during the 1999-2000 school year.
- ❖ Include support staff in intensive monitoring of 11th grade student attendance.
- ❖ Ensure school based oversight of department chairpersons by vice principals with expertise and knowledge in content specific and interdisciplinary, reading and writing strategies to enhance student performance.
- ❖ Increase monitoring of instructional time by building level high school and central office high school level personnel

Instructional Time for Students

- ❖ HSPT support for 11th grade students (before, after, Saturday school) will be continued incorporating proven strategies that have yielded increases in HSPT scores. Quantifiable data analysis procedures will be employed to monitor students experiencing success
- ❖ HSPT cluster analysis will be used
- ❖ HSPT analysis will be used to provide data driven feedback to better effect instructional decisions.
- ❖ Establish a peer-to-peer tutoring program for low achieving students
- ❖ Immediate scheduling of all 11th grade students at onset of school year into reading, writing, mathematics courses that focus and build on what the students are "able to do" in relationship to their performance on the HSPT.
- ❖ Reduction in class size at grade 10

- ❖ Institute 28 Day Curriculum- 10 days have been added to the calendar for all grade 11 students. Beginning August 1999 Grade 11 students will be provided the opportunity to attend school for an additional 10 days. This extended year program will focus on delivering HSPT related experiences to assist our students in increasing their October 1999 test scores. Use of writing prompts, open-ended items/essays, and timed reading selections via interdisciplinary materials will be the focus of the curriculum. The "regular" school year beginning September 7, 1999, will provide 18 days to continue these strategies prior to the administration of the October 1999 HSPT. This newly instituted 28 Day Curriculum will serve as the District's "Big Push" from August 16, 1999 through the October HSPT testing period to support achievement initiatives.

II. LANGUAGE ARTS: READING AND WRITING

Increase in Staff Development

- ❖ Provide an extensive in-service on June 2, August 16 and August 17 for Applications III teachers.
- ❖ Each teacher will be given detailed instruction by Cluster III Language Arts Supervisor.
- ❖ Increase professional development sessions to at least 40 hours for teaching and administrative staff similar to that provided to 8th grade teachers.

Topics to be addressed include:

- Registered holistic scoring
- Use of rubrics
- Writing process
- Use of Writing Prompts
- Open-ended questions
- Text types
- Active instruction vs. passive instruction
- Demonstration Lessons
- Student -centered instruction

- ❖ Implement and monitor regular common planning time for departmental and interdisciplinary staff.
- ❖ Develop a plan to ensure subject specific observations by department chairpersons and supervisors.

Realignment of Staff

- ❖ Hire High School Supervisor of Literacy for Reading and Writing.
- ❖ Appoint registered holistic scorers at the high schools.
- ❖ Organize educational leadership teams to plan, implement and monitor instruction (Vice-Principal and Department Chairpersons)

Instructional Strategies for 11th Grade

- ❖ Interdisciplinary use of registered holistic scoring by staff (initial training held July 7 and 8)
- ❖ Timed reading in content areas
- ❖ Use of writing prompts in content areas
- ❖ Employ student centered instruction – more instructional opportunities will be designed and instituted to allow students to demonstrate “what they know” and “what they are able to do”; project based activities (booklets, sample productions, science laboratory experiments and critique of authors, etc.); using rubrics to assess their work; and journal writing to reflect and document their learning.
- ❖ Increase use of posters, displays and handouts addressing reading and writing
- ❖ Consistent use of writing process, rubrics and writing prompts
- ❖ Use student self-assessment of open-ended items/essays
- ❖ Provide each student with rubrics to assess writing task
- ❖ Administer district made weekly writing, reading and mathematics quizzes.

III. APPLIED TECHNOLOGY

The high schools are continuing major school reforms along with an intense focus on raising test scores through more immediate classroom activities. The Office of Applied Technology is faced with the task of implementing programs whose state mandated needs compete with the aforementioned state mandates. It is in the interest of the district to unify these opposing forces to permit quality education for Paterson students. To facilitate this process, the following changes are indicated:

Increase in Staff Development

- ❖ Staff and supervising administrator in-services (2) for implementation and assessment of revised curricula are moved to the Fall of 1999.

- ❖ Given district staff training time constraints outside the instructional day, it is recommended that the building-based administrator provide workshops in modifying existing content-based lesson plans. HSPA concepts and strategies must be provided to all non-academic teachers, including applied technology staff.
- ❖ Continue specific training in the implementation of the five (5) Cross-Content Workplace Readiness Standards. These standards are central to developing skills in career planning, technology, critical thinking, problem solving skills, self-management and safety principles. Better reasoning, reading, note-taking, writing and presentation skills will be the central foci of implementing these standards-based classroom activities.
- ❖ Continue the process of providing collaborative activities with the Bilingual/ESL and Special Education Departments to continue training in instructional strategies for these populations.

Instructional Strategies for 11th Grade

- ❖ Provide more detailed curriculum to staff including Core Curriculum Content Standards, 4-MAT, Technology Learning Activity Modules, Worksite Readiness Skills, graphic organizers, research strategies and open-ended questions activities as part of the revision process.
- ❖ Reduce staff reliance on textbooks by designing more research-based activities, which focus on books, software, Internet and other resources to develop better research and communication skills.
- ❖ Supervisor provides curriculum implementation support through class reviews, workshops and other service needs as indicated by the process.

IV. MATH

Increase in Staff Development

- ❖ Provide an extensive in-service on June 2, August 16, and August 17, for all Application Math III teachers. Each teacher will be given detailed instructions, by the Cluster III math supervisor, on the use of a specially prepared 28 day curriculum to improve the October HSPT math scores.
- ❖ This strategy will continue partnerships with Montclair State University, William Paterson University and Passaic County Community College; Fairleigh Dickinson University partnership never materialized and will not be pursued for 99 – 2000.
- ❖ Staff attendees at conferences targeted to enhance implementation of Core Curriculum Content Math Standards in daily instruction will be continued. Conference attendees will turnkey what they have learned beyond their respective schools to include all high school math teachers.

Instructional Strategies for 11th Grade

- ❖ The math teacher's daily instruction will be monitored to strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. In addition there will be an emphasis on student-centered instruction.

- ❖ Effective August 16, 1999 each Application of Math III teacher will be given a revised 28 day math curriculum and resource package to better prepare the juniors for the October HSPT 11 math test.
- ❖ It is the goal of the Cluster III math supervisor to provide all incoming freshmen with TI 83's by 2001. TI'83's will be supplied for classroom use for all sophomores.
- ❖ Discontinue CCC pilot software program and install RiverDeep math software at all 3 comprehensive high schools on or about 10/99.
- ❖ Continue to install new and updated math HSPT/HSPA software that is available.

***The following strategies proved successful and will be continued and expanded in the 1999-2000 School year:**

- ❖ Administer district made weekly open-ended and multiple choice quizzes for all juniors.
 - The open-ended district raw score increased from 8.7 out of 24 in October 1998 to 11.3 out of 24 in April 1999. Weekly quizzes began January 1999.
 - This school year the first practice quiz to all juniors will be administered on August 31 and continuing weekly until April 10, 2000.
- ❖ Scoring of district made weekly open-ended and multiple-choice quizzes by Cluster III math supervisor and support teacher.
 - This school year the first practice quiz to all juniors will be administered on August 31 and continuing weekly until April 10, 2000. We will expand this process to allow students to score their classmates open-ended responses. The more students know about the scoring, the higher they will score.
- ❖ Concentration on open-ended questions and directing students to do the open-ended questions first on the April 1999 HSPT.
 - Students will be required to follow this strategy starting in October.
- ❖ Math retreat for all juniors who have to take the HSPT 11 at William Paterson University.
 - This strategy will be used for the October test as well as the April test.
- ❖ Math demonstration lessons will be conducted by Cluster III math supervisor and math support teacher at EHS.
 - The Cluster III math supervisor and math support teacher will reach out to a larger targeted group.
- ❖ TV math shows, featuring HSPT math skills, will be produced by Cluster III math supervisor and math support teacher.
 - Responses of parents and community members felt this strategy assisted in increasing the HSPT 11 math scores.
 - A new show featuring HSPT/HSPA skills will be taped and shown on Channel 8 TV weekly.

IV. Compliance

IV. COMPLIANCE

Goal 2: All students and staff will have access to appropriate facilities to support quality educational programs.

Objective 2.1: *By June 2002, 100% of all substandard spaces will be eliminated through renovation of existing facilities or the building of new schools through a coordinated and collaborative process involving the District, the City, the State, and the community stakeholders as measured by annual report.*

Substandard Spaces: *Strategy 2.1.1(pgs.47-48)*

Capitol Construction Projects: *Strategy 2.1.2 (pg. 48)*

Early Childhood: *Strategy 2.1.2 (Pg.49)*

Goal 3: The Paterson Public Schools will move towards state certification within five years

Objective 3.1: *By June 2000, the Paterson Public Schools will achieve 100% of the standards as measured by District annual reports.*

Dropout Rate

Tables 1 and 2 (pgs.50-51)

Improve home-school communication: *Strategy 3.1.2 (pgs.52-53)*

Paterson Innovative Academies: *Strategy 3.1.2 (pg. 8)*

Silk City 2000 Academy: *Strategy 3.1.2 (pg. 54)*

Teen Parenting: *Strategy 3.1.2, Strategy 3.1.3 (pgs.56-57)*

Collaborative Partnerships: *Strategy 3.1.2 (pg. 58)*

Staff Development: *Strategy 3.1.2 (pg. 59)*

Substance Abuse: *Strategy 3.1.3 (pgs. 60-61)*

Truancy Task Force: *Strategy 3.1.3 (pg61)*

Staff Certification

Ensure functioning within area of certification: *Strategy 3.1.5 (pg.62)*

Reflect composition of the District's school and community population: *Strategy 3.1.6 (pg. 63)*

Maintain database of all certified staff: *Strategy 3.1.7 (pg. 64)*

GAAP

District will meet GAAP requirements (pg. 65)

Table 3 (pg.66)

Three and Four-year-olds Half-day School

(Strategic Plan page 68)

The benchmark for establishing half-day school for three and four-year-olds is 100 percent by September 1999. The district will provide schooling for 75 percent of children in this age group. The district will not meet its benchmark because of lack of adequate space. Note that this issue is addressed in the Five-year Facilities Plan.

Substandard Space

Substandard space did not change since the 1998 Annual Report was completed. Again the district has addressed this issue in the Five-year Facilities Plan.

Certified Staff-Certification

The County office has not evaluated district certified staff status since the 1998 Annual Report was completed. This is an area in which the personnel office believes it has met state standards and it awaits County audit for confirmation.

Certified Staff Reflect Community Population

There has been active recruitment and widespread advertisement in local and state newspapers seeking applicants that will reflect the community's demographics. Additionally, two job fairs have been conducted to recruit diverse multi-cultural candidates.

Generally Accepted Accounting Principles

The district did not meet its benchmark of full compliance with GAAP. Appendix C demonstrates that from 1991 through the current fiscal year, for which an audit was prepared (ending in June 30, 1998), the total number of recommendations was reduced from a maximum of 80 to 18 new recommendations, and the number of repeat recommendations was reduced from 50 to 10. Consequently the Paterson Public School district is in position to pass state monitoring in the area of finance.

Dropout Rate

(Strategic Plan page 72)

The district did not meet its benchmark in this area. The dropout rate fluctuated during the school year with the highest rates registered in September, January, and February as shown in the Table 8 below. It seems that after the summer vacation and Christmas vacation a large number of students are dropping out. The district should look at the data and determine if there is any significance to the months where the dropout rate is high.

Goal 2: All students and staff will have access to appropriate facilities to support quality educational programs

Objective 2.1: By June 2002, 100% of all substandard spaces will be eliminated through renovation of existing facilities or the building of new schools through a coordinated and collaborative process involving the District, the City, the State, and the community stakeholders as measured by annual report.

I. Facilities

A. Substandard Spaces

Strategy 2.1.1:a, b, c, d: (pg. 68, 69) *Monitor the scope of sub-standard facilities to be removed or rectified.*

(page 68 baseline chart)

Total Spaces	Status of Spaces
118	Identified in 1995
6	New Space Identified
124	Sub-Total
-56	Spaces Have Been Abandoned
-5	Changed and Are No Longer Used By Students
-61	Upgraded or Grandfathered
-2	Verified Still In Use to be Addressed ASAP
124	Sub-Total of Addressed Spaces
-97	Originally Removed
-25	Additionally Removed
122	Total of Addressed Spaces
33	Spaces Waiting to be Addressed
2	Spaces waiting to be Addressed
0	Spaces waiting to be Addressed

Baseline 1998-1999

Benchmark 1999-2000

Benchmark 2000-2001

The number of Substandard Spaces in the District was identified as 118. From the original 118 spaces cited as in violation by the State and County, the number has been reduced to 2 spaces. The District is working to eliminate all substandard spaces by the year 2000.

The total spaces were 118 plus 6 that were identified by John Garcia District Consultant. The sub-total number is 124 minus 56 that have been abandoned minus 61 spaces that have been upgraded by State DOE plan numbers. Of the 124 spaces, 122 have been addressed. This leaves the District with a balance of 28 spaces waiting to be addressed. The remaining 2 spaces, located in School #26, will be upgraded to fully standard classrooms prior to the beginning of the 2000-2001 school year.

The 1998-1999 Strategic Plan did not contain clearly defined benchmarks for this area. Therefore, these strategies have not been classified as successful or unsuccessful.

Strategy 2.1.1 e: (pg. 70) Monitor the scope of sub-standard facilities to be removed or rectified.

The long-range Facility Plan (LRFP) was submitted on May 14, 1999. Also, a copy was submitted to the Department of Education in June 1999. The LRFP plan is for 1999-2004. The plan is currently under review and the District is waiting for the state to contact us with approval.

Additional Comments:

The annual building and safety review was conducted and completed in October and November of 1998. The Sector Supervisors and Custodial Services submitted the "Checklist for the Evaluation of School Buildings." All schools, central office and SAGE 2000 returned their checklists. On July 2, 1999 the Facilities Department received the new checklist. We are in the process of reviewing the form and making sure that the new survey pinpointing items to be remediated are addressed.

B. Capital Construction Projects

Strategy 2.1.2 a, b, c, d, h, i: (pgs. 70 & 71) Monitor the scope of sub-standard facilities to be removed or rectified.

The district has completed various construction projects under the \$6.4 five-year lease purchase program and the Abbott funding that the state provided.

Status of the "Capital Construction Projects"-

1. Sage	\$2,150,00.00	Complete
2. Renovation (Boiler Plants)	\$1,505,432.00	Complete
3. Renovation to Rutland Center	\$1,404,410.00	Complete
4. JFK Auditorium Seating	\$100,00.00	Complete
5. Old School #2	\$5.6 million	Complete
6. JFK TV Studio	\$662,000.00	99% Complete
7. Cafeterias at JFK and EHS	\$1,000,000.00	50% Complete
8. New roofs at EHS and JFK	\$2,119,000.00	Complete
9. Fire Alarms	\$1,626,883.00	Complete
10. Windows at EWK	\$959,000.00	Complete
11. Addition to MLK	\$2,792,221.00	Complete
12. Addition to school # 26	\$4,335,000.00	Complete
13. Renovation to Bauerle Field	\$1,667,510.00	Complete
14. Renovation 660 14 th Avenue	\$1,288,692.00	In progress
15. Market Street Mall	\$250,000.00	In progress
16. School # 27	\$5.5 million	95% Complete
17. Temple Emanuel	\$250,000.00	In progress

C. Early Childhood

Kindergarten and Pre-kindergarten

(page 68)

Baseline:	Full-day kindergarten:	1998-1999	100% of students attended full day
	Half-day Four year olds:	1998-1999	4.4% of students attended half day
	Half-day Three year olds:	1998-1999	1.0% of students attended half day
Benchmark:	Half-day four year olds:	1999-2000	100% of students attended half day
	Half-day three year olds:	1999-2000	100% of students attended half day

Strategy 2.1.2: e, f. (pg. 71) *Construction of new schools and the renovation of existing buildings to eliminate overcrowding and provide adequate educational facilities to the students of Paterson.*

- e.** Full day kindergarten was provided to 100% of the eligible Paterson students during the 1998-99 school year. Half day preschool was provided to 4.40% of the four-year-old population. Half day preschool was provided to 1.0% of the three-year-old population.
- e & f.** Additional space for pre-kindergarten and special education pre-kindergarten handicapped children will be provided by using the Park Avenue School (St. Paul's) and the 25 Early Childhood Centers subcontracted to provide preschools programs for the three and four year old population as per Abbott.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

- e.** Facilities were completed at the MLK Jr. Early Learning Complex and School No. 2 which assisted in expanding the number of classrooms available to provide the all day kindergarten program. In addition, the Headstart pre kindergarten contract was extended for the 1998-99 school year providing half day programs.
- e & f.** The addition of community Early Learning Centers as partners in the preschool collaborative has enhanced our capacity to serve the preschool population.

Goal 3: The Paterson Public schools will move towards state certification within five years.

Objective 3.1: By June 2000, the Paterson Public Schools will achieve 100% of State certification standards.

I. Dropout Rate

District Dropout Rate (%)

<i>District</i>					RESULTS		
<u>1995-96 Actual</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1998-99 Actual</u>	<u>1998-99 Benchmark</u>	<u>+or- 1997-98 Actual</u>	<u>+or- Benchmark</u>	<u>+or- State Standard</u>
18.2	15.7	18.2	15.3	15.7	-2.9	-0.4	+5.3

Eastside High School

					RESULTS		
<u>1995-96 Actual</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1998-99 Actual</u>	<u>1998-99 Benchmark</u>	<u>+or- 1997-98 Actual</u>	<u>+or- Benchmark</u>	<u>+or- State Standard</u>
20.5	18.7	16.8	16.9	15.0	+0.1	+1.9	+6.9

J. F. Kennedy High School

					RESULTS		
<u>1995-96 Actual</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1998-99 Actual</u>	<u>1998-99 Benchmark</u>	<u>+or- 1997-98 Actual</u>	<u>+or- Benchmark</u>	<u>+or- State Standard</u>
19.0	15.1	21.7	15.9	18.0	-5.8	-2.1	+5.9

Rosa Parks High School

					RESULTS		
<u>1995-96 Actual</u>	<u>1996-97 Actual</u>	<u>1997-98 Actual</u>	<u>1998-99 Actual</u>	<u>1998-99 Benchmark</u>	<u>+or- 1997-98 Actual</u>	<u>+or- Benchmark</u>	<u>+or- State Standard</u>
0.5	0.3	0.3	0	12.0	-0.3	-12.0	-10.0

Indicator 5.2: Dropout Rate

The district dropout rate for pupils in grades 7 through twelve shall not exceed ten percent as calculated for the year prior to the school year in which the district is monitored

Table 2
Monthly Dropout Rates

	Eastside H.S.	J.F. Kennedy H.S.	Rosa Parks H.S.
September 1998	2.4%	2.9%	0%
October 1998	1.7%	1.0%	0%
November 1998	1.6%	0.9%	0%
December 1998	2.1%	2.0%	0%
January 1999	2.3%	2.6%	0%
February 1999	3.9%	2.0%	0%
March 1999	2.3%	2.1%	0%
April 1999	2.0%	1.9%	0%
May 1999	2.2%	1.1%	0%
June 1999	0.1%	0.8%	0%

A. Improve home-school communication: Strategy 3.1.2 a (pg. 73) *The District will decrease the dropout rates through more comprehensive integration of programs and services to support students.*

Attendance officers were not reinstated.

After efforts to reinstate the full complement of attendance officers stalled, the Director of Student Support Services and the Coordinator of Student Attendance and Special Investigations analyzed the productivity of the part time Attendance Officers and revised the deployment. The revised schedule provided coverage to the two comprehensive high schools for the first time in many years.

Relationships with other agencies were strengthened in a number of ways. The Department of Student Support Services participated in the Paterson Village Initiative. The Dropout Prevention Specialist and the Supervisor of Physical Education & Health/Substance Awareness participated in weekly meetings that focused on specific students and strategies. The Director met regularly with the Vicinage Chief of Probation to establish open lines of communication between the district and the Paterson Village Initiative. The Director, School-to-Careers Liaison, Dropout Prevention Specialist and Career Education Teacher all participated in the “Imagine A Day” career days in collaboration with Lucent Technologies for court-involved students.

The Supervisor of Physical Education and Health/Substance Awareness acted as the District liaison with the Juvenile Detention Center in order to expedite the transfer of records for students remanded to juvenile detention. The Dropout Prevention Specialist provided follow-up within the District to ensure that records were forwarded within a week.

WIB-funded summer programs for eligible 14 and 15 year-olds provided both career exploration and an orientation to the two comprehensive high schools. Efforts to secure funding to expand district programs included two proposals to the federal government.

The District’s relationships with agencies to reduce the dropout rate were successful. Strategies relating to attendance officers were unsuccessful.

Explanation of Success/Nonsuccess:

The district budgeted funds to bring back the full complement of attendance officers. However, the effort was stalled by an impasse with the union, despite continued negotiations. The sticking point is the salary for officers who were laid off previously, some of whom had a significant number of years with the district.

Participation in the Paterson Village Initiative forged a solid working relationship with probation officers and the courts. It was an extremely successful effort. The district is able to work in concert with the judicial system enhancing the opportunity to share information and strategies for supporting students at greatest risk of dropping out of school. The Paterson Village Initiative serviced over 256 students last year. It solidified relationships with parents, probation officers, and the police. It provided a complete and prompt follow-up of our most at-risk students. Comments and reports submitted indicated that student’s grades and attitudes improved. Attendance as a condition of parole is closely monitored through this collaborative initiative to keep students in school.

Probation officers are on-site at the comprehensive high schools and alternative program, providing continuity of the system of accountability defined for those students involved. In addition, there is an almost immediate interchange of information when students falter. This mechanism allows both the juvenile justice system and the district to provide the supports necessary to each individual student.

Explanation of Success/Nonsuccess: Improve home-school communication: Strategy 3.1.2 a (pg.73) continued

Through the efforts of the Supervisor of Physical Education & Health/Substance Awareness and the Dropout Prevention Specialist, the process of transferring records to the juvenile detention center has been streamlined. Transfer of records to juvenile detention is now compliant with the timelines set by the Administrative Code.

The Lucent Technologies “Imagine A Day” career days have been successful. Anecdotal reports from students give witness to renewed confidence and esteem in court-involved youngsters (students at the Paterson Alternative School). A major barrier to success for these students who have made some fairly serious mistakes is their lack of confidence in themselves. “Imagine A Day” has opened their eyes to a potential future that they had never imagined for themselves. “Imagine A Day” serviced 120 at-risk students, providing them a link between their education and their earning potential. Of the 120 participants, all have remained enrolled in school.

The WIB-funded summer programs were successful. The district provides eligible 14 and 15 year-olds with an introduction to the programs that they can pursue in high school by allowing them to complete a cycle of Career Exploration Workplace Readiness that comprises modules in computerized keyboarding applications, graphic arts/ engineering trades, and culinary arts and science competencies during the summer. The philosophy that underpins this program is the engagement of disadvantaged students in enjoyable learning activities. At the same time, they become familiar with very large high school facilities that can be intimidating to entering freshmen. These students are able to begin the socialization process that is critical to staying in school and succeeding academically. Efforts to secure funding through a competitive federal process have been undertaken. Two grant proposals – 21st Century Community Learning Centers and Safe Schools/Healthy Students – have been submitted. Both the 21st Century Community Learning Centers and Safe Schools/Healthy Students Initiatives have the potential to expand opportunities for the District’s students. The district was not successful in securing funding under the 21st Century Community Learning Centers initiative for the upcoming school year. The results of the Safe Schools/Healthy Students initiative have not yet been announced. Both proposals were based upon a collaboration with numerous community agencies, which was cited as a strength of the highly rated, but not funded 21st Century Community Learning Centers proposal. It is a labor-intensive process that requires full attention. There were 2033 proposals submitted and 176 funded; none of the funded proposals were awarded to districts or agencies in New Jersey. On a more positive note, the district has a solid proposal that can be fine-tuned and resubmitted next year.

B. Paterson Innovative Academies: Strategy 3.1.2 b (pg.73) *The District will decrease the dropout rates through more comprehensive integration of programs and services to support students.*

Small Learning Communities/Academies

The Director of Student Support Services, the Director, the School-to-Careers Liaison and the Business Departments in the comprehensive high schools planned collaboratively to refit the computer labs with state-of-the art computers, industry standard software, and Internet connectivity. A curriculum revision project was completed this spring to upgrade the curriculum and teachers have been trained to use the new software. Additionally, The Director of Student Support Services has begun the approval process that will expand the district's occupational programs by identifying career sequences in the existing academies. The Director of Student Support Services has worked with the Paterson Innovative Academy staff to provide technical assistance, to prepare applications for approval for occupational programs within the new academies, and to secure funding.

Paterson Innovative Academies

The Paterson School District, through grant approvals, is implementing seven academies into the school system. Many proposals were submitted to an Innovative Academy steering committee. The committee screened and voted on the proposals and subsequent recipients were announced. This superintendent's initiative spearheaded by the Supervisor of Innovative Programs has resulted in the implementation of three academies opening in the Fall, 1999.

The approved academies focus on careers in computers, the transportation industry, the food industry, business and education, as well as offering a holistic child care facility. Community services and businesses are directly involved in most of the academies. Pre-school, middle school, high school and special education students are the focus of one or more of the chosen academies.

All of the academies allow students a foundation upon which careers can be created. Most, if not all, academies offer "hands-on" learning curriculum, not just books and theory. Student/Teacher ratio is kept low in order to establish a personal teaching style not customarily available in the typical overcrowded classroom. It is believed that these facets, of the academies will motivate students to stay in school and allow them to see a direct correlation between education and career.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Four academies are opening this school year and three next year. Site renovations are almost complete, staff has been selected and trained, and students have been scheduled. Energy levels and expectations are high. It is a perfect equation for success. Strategy is expected to impact dropout rate in 1999-00.

C. Silk City 2000 Academy Strategy: 3.1.2 c (pg. 74) *The District will decrease the dropout rates through more comprehensive integration of programs and services to support students.*

The resources of the Department of Student Support Services have been extended to Silk City 2000 Academy alternative program through:

- Director
- School-to-Careers Liaison
- Dropout Prevention Specialist
- Coordinator of Student Attendance & Special Investigations

The Director of Student Support Services worked collaboratively with the Adult School Principal to develop and secure approvals for the Silk City 2000 Academy, which was implemented in September 1998. The Director assisted in coordinating and expediting services, materials and supplies to fill in anticipated gaps. The Dropout Prevention Specialist served as liaison between the comprehensive high schools and the alternative program in developing a list of potential students, interviewing and selecting the final candidates. The School-to-Careers Liaison collaborated with staff to ensure that students were included in district initiatives. The Coordinator of Student Attendance provided a bus and driver so that students could participate in community projects.

Sixty-three at-risk students successfully completed the first year at Silk City 2000 Academy. Ten students graduated and received a high school diploma. Seven went on to college and three are enrolled in vocational training programs.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

Silk City Academy serviced 60 students who were at risk of leaving school. 91.6% of the students who entered in September 1998 returned to continue their education in September 1999. Silk City Academy provided 22 female students an opportunity to continue their education as well as provide an educational and safe haven for their children. Lack of infant daycare is a barrier for teen mothers to complete school. The service provided at Michael's II supported 22 female students who attended school at Silk City 2000 Academy or the comprehensive high schools. The program will continue for the 1999-2000 school year. The enrollment will be increased to 70 students.

D. Teen Parenting

Strategy 3.1.2 d (pg. 74) *The District will decrease the dropout rates through more comprehensive integration of programs and services to support students.*

Strategy 3.1.3 i, k (pg.78) *Raise the awareness of students and staff to improve student health and combat drug, tobacco, and alcohol abuse.*

Strategy 3.1.2 d

The Director of Student Support Services served as the District liaison for day care centers to ensure that the district complied with facility requirements of the lease/service agreement.

The initial year of operation was challenging but successful. The Director of Student Support Services, as liaison between the on-site operation of the day care center and the facilities department, expedited the completion of any facilities work to comply with day care requirements. The process of mediation and collaboration brought the facility to compliance with the few outstanding licensure requirements early in the year. The Director of Student Support Services established a procedure to check the day care census and fill any empty slots. The Dropout Prevention Specialist was responsible for checking the census and identifying young mothers in need of services as necessary. Once the day care slots were filled, the census remained fairly stable throughout the year.

The Director of Student Support Services established a procedure to check attendance of mothers from the comprehensive high schools who dropped off children at Michael's Child Care Center II. The Dropout Prevention Specialist established a regular schedule to check attendance. One youngster was terminated from day care because the mother was not attending her high school while her child was in day care. The Director of Student Support Services, as liaison between the on-site operation of the day care center and facilities department, ensured that custodial and security services were available to the center when the district was closed.

Daycare services were provided for 22 school age mothers on site. Additionally, transportation to school and home was given to the school age mothers and their babies. Parent training was part of the daily schedule for the mothers/pregnant students taught by the health teacher and nurse.

Strategy 3.1.3 i, k

- i.** The "Baby Think It Over" Program was implemented to heighten awareness of teenage pregnancy for freshmen at Eastside High School.
- k.** The Director of Michael's Child Care Center II taught a parenting class one day a week to the girls whose infants were enrolled in the Center. The school provided the classroom and scheduled time. The director of Michael's Child Care Center II did not fulfill the requirements for providing parent training according to the service agreement. Parent training was incorporated into the Silk City 2000 Academy program throughout the year. Michael's Child Care Center II began providing services in the spring. The Silk City 2000 Academy staff provided the parenting training to the students by integrating the training into their daily program.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess: Teen Parenting : *Strategies 3.1.2, 3.1.3 (pgs. 74,78) continued*

Strategy 3.1.2 d

Daycare and transportation services will continue to be provided for the school age mothers. Parent training will focus on prenatal care as well as parenting skills. Silk City Academy serviced 60 students who were at risk of leaving school . 91.6% of the students who entered in September 1998 returned to continue their education in September 1999. Silk City Academy provided 22 female students an opportunity to continue their education as well as provide an educational and safe haven for their children. Lack of infant daycare is a barrier for teen mothers to complete school. The service provided at Michael's II supported 22 female students who attended school at Silk City 2000 Academy or the comprehensive high schools.

Strategy 3.1.3 i, k

- i.** Success in this program was measured by the increase in correct answers on the Pre and Post test and the decrease in the number of pregnancies occurring with students who have participated in the program.
- k.** A scheduled time will continue to be included in the new mother's schedule as well as the facilities.
The initial year of operation was challenging but successful. Parent training was integrated into the Silk City 2000 program to fill a gap in services.
While services were not provided according to plan, the parent training was provided

E. Collaborative Partnerships: Strategy 3.1.2 e (pg.74) *The District will decrease the dropout rates through more comprehensive integration of programs and services to support students.*

Department resources maintained their collaborative partnerships through the following initiatives:

- Paterson Village Initiative
- St. Mary's Crisis Unit
- District Substance Awareness Coordinators
- District Counseling Services
- Dental Clinic
- Non-Public Nursing Services
- New Jersey Kid Care
- CAP (Child Assault Prevention)
- District Compliance with DYFS requirements

In addition to the activities described on pages five and six, the following activities were implemented.

- Students presenting suicide ideation were provided services either on-site at a school location or at home by St. Mary's Crisis Unit.
 - District SACs provide individual and group counseling to help students cope and remain in school. On the high school level, SACs work closely with Paterson Village Initiative.
 - The District Dental Clinic located in the Paterson Department of Health provides free dental services to all uninsured Paterson resident school children, including eligible non-public and private school students. Medicaid cases are referred to St. Joseph Hospital and Medical Center. The district provides non-public nursing services, pursuant to P.L.226, in collaboration with the Paterson Department of Health.
 - The Director assisted in the dissemination of NJ Kid Care information to all district students.
1. Passaic County Child Assault Program was implemented in all district elementary schools. When abusive situations are revealed, DYFS becomes involved.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

The Paterson Village Initiative serviced over 256 students last year. It solidified relationships with parents, probation officers, and the police. It provided a complete and prompt follow-up of our most at-risk students. Comments and reports submitted indicated that student's grades and attitudes improved. Attendance as a condition of parole is closely monitored through this collaborative initiative to keep students in school. "Imagine A Day" serviced 120 at-risk students, providing them a link between their education and their earning potential. Of the 120 participants, all have remained enrolled in school.

F. Staff Development :Strategy 3.1.2 f (pg.74) *The District will decrease the dropout rates through more comprehensive integration of programs and services to support students.*

Staff Development was implemented in the following areas:

- Core Team Training
- Identification of High Risk Behavior
- Substance Abuse Policy and Procedures
- Health Core Curriculum Content Standards
- Crisis Intervention Training

Core Team Training took place on October 27, 1998 and 40 Staff members were trained. Core teams meet at all of the schools in the district. At staff development inservice days and monthly faculty meetings, the following topics were discussed; Identification of High Risk and Substance Abuse Policy and Procedures. The Health Core Curriculum Content Standards were addressed on October 7th and 19th, November 10th, January 11th and February 4th. Bereavement Counseling and Crisis Training took place on October 8th, November 10th, January 11th and June 2nd.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

The Core Team process directs students to appropriate social service agencies and treatment facilities. During the 1998-1999 School Year, 73 students went to treatment programs and continued with their education. To that end the transition from treatment to school is beneficial to the students academic performance.

G. Substance Abuse: Strategy 3.1.3 a,b,c,d,e,h (pgs. 75-77) *Raise the awareness of students and staff to improve student health and combat drug, tobacco, and alcohol abuse.*

- a.** Students suspected of substance abuse were sent for a drug screening. Students testing positive were sent for an assessment at St. Joseph's Behavioral Health Management Center.
- b.** Parents were involved in all student treatment plans.
- c,d.** The 17-week DARE program was offered by the Paterson Police Department in the District's schools at the 5th grade level.. DARE graduations were held for 5th grade students who complete the program at every school in the District Substance Awareness Coordinators, parents and community members attended the DARE graduations. Funding from the program came from the school district, Paterson Police Department and the City of Paterson Municipal Alliance
- e.** The Substance Awareness Department set up a booth at the Health Fair. Information available at the booth included Violence Prevention, Conflict Resolution, Peer Mediation, HIV and ATOD use and abuse. Students completed surveys at the Substance Awareness booth regarding drugs and alcohol use. Forty-one service providers were at the Health Fair.
- h.** Students were taught about the effects of ATOD use through the "Here's Looking At You, 2000" Drug Education Curriculum, which was aligned with the Core Curriculum Content Standards. Instruction was included in the District's Physical Education and Health classes. On October 20th, 21st and 22nd new teachers were trained in the drug education curriculum, "*Here's Looking At You, 2000.*" Students in grades 7-12 receive 10 hours of drug education. Students in grades K-6 receive 150 minutes of Physical Education and Health per week.

Successful
Unsuccessful

X

Explanation of Success/Nonsuccess:

- a.** Students identified as under the influence in school or on school grounds submitted to a urine test. When the screening was positive, students were sent for an assessment and treatment was recommended to both the student and the family. Parental involvement was mandatory. Possession refers to students having drugs and/or alcohol at school sponsored functions. Students receiving treatment include students who tested positive and also includes walk-ins, students referred by parents, etc. Procedures to identify and validate substance abuse were implemented at the time of suspicion.

Substance Abuse Cases Reported 227 (Tested 187 Refused Testing 13 Possession 27)

Test Results (Positive 51 Negative 136) Treatment 73

- b.** Direct parent involvement contributed to the success of the program. Parents must accompany their child to the assessment done by St. Joseph's Behavioral Health Management Center. The parent must sign off on the treatment plan and make the first appointment for treatment with their child.
- c,d.** The DARE program was implemented at all of the schools in the district that have 5th grades. A DARE graduation ceremony took place at each school and served as a reward for students.

Explanation of Success/Nonsuccess:

Substance Abuse: Strategy 3.1.3 a,b,c,d,e,h (pgs. 75-77) *continued*

- e. Twenty-four hundred students attended the Health Fair at Kennedy High School. Students obtained an abundance of information that reinforced the Health Curriculum. Twenty-five percent of the students who attended the Fair followed up with the service providers for specific social service needs.
- h. Students took a pre and post test on information taught in the “Here’s Looking At You 2000” Curriculum. Post -test scores exceeded the pre-test scores. The “Here’s Looking at You 2000” Curriculum is integrated with the District’s Science and Health Curriculums.

Extensive staff training was held for new teachers.

Truancy Task Force: Strategy 3.1.3 l (pg.78) *Raise the awareness of students and staff to improve student health and combat drug, tobacco, and alcohol abuse.*

The Director of Student Support Services and the Coordinator of Student Attendance and Special Investigations analyzed the productivity of the Attendance Officers and revised the deployment. This was done after efforts to bring back the full complement of attendance officers stalled. During the second half of the year, attendance officers were assigned to the two comprehensive high schools for the first time in many years. Operation Truancy is a Districtwide program which sends out a bus to pick up students who are not in school.

Successful

X

Unsuccessful

Explanation of Success/Nonsuccess:

The Truancy Task Force Program apprehended and picked-up a total of 451 students. A total of 6,851 excessive student absentee letters were mailed out to parents. A total of 320 cases were submitted to the Paterson Municipal Court. Of the total 127 were guilty, 19 were not guilty, 38 were dismissed, there were 116 no shows (bench warrants were issued for the parents arrest), 20 were adjourned and scheduled for October 7, 1999, and 11 parents were assigned to the In-School Service Program. Fines totaling \$22,510.00 were imposed on parent’s found guilty.

II. Staff Certification

(pg. 72)

Baseline data: 1997-1998 Certified Staff: did not meet state standard as per audit

Benchmark data: 1998-1999 Certified Staff: 100% of staff will have appropriate certificate for grade/subject taught

Staff Certification: Strategy 3.1.5 a,b,c,d (pgs. 79-80) *The District will ensure that all certified staff members are functioning within their area of certification*

- a. The Fall Report of Certified Staff Status was submitted in December 1998. This report verifies location of district personnel.
- b. Personnel compliance issues including the use of appropriate staff for each class and use of substitute teachers in accordance with statute were presented to principals/assistant superintendents. The process was completed by May 1999.
- c. School staff rosters and district position control lists were compared to assure appropriate placement of staff in accordance with their certification in September 1998 and January 1999.
- d. Spot -check of schools by Human Resources Department staff to ensure certification compliance is still in progress.

Strategies a, b, and c were successful in ensuring that all certified staff members are functioning within their area of certification. Since, strategy d (spot checks of schools) has not yet been implemented, it is unsuccessful.

Explanation of Success/Nonsuccess:

A new visitation schedule has been established to spot check schools to ensure certification compliance. This process is to be completed by December 1999. Continuing strategies for 1999-00 will be implemented to ensure personnel compliance. New benchmarks for new hires and those previously hired have been set and ongoing procedures will be continued to verify certification requirements.

Staff Certification: Strategy 3.1.6 a-f: (pg. 80-81) *The district will ensure that certified staff members reflect the composition of the District's school and community population.*

Activities a-f were successfully completed by Department of Human resources staff. Copies of programs, agendas, newspaper advertisements, schedules and sign in sheets are available at the Department of Human Resources.

For Paterson's Spanish speaking population, the Human Resources/Personnel staff provided information via local Channel 41 regarding Alternate Route procedures for obtaining teacher certification. Two programs held in March and August 1999, were presented in Spanish.

A database for applicant "tracking" is still being developed.

Strategies a-f were successful to ensure that certified staff members reflect the composition of the District's school and community population. The database for "applicant tracking" is not operational, therefore it is unsuccessful.

Explanation of Success/Nonsuccess:

The Department of Human Resources/Personnel will collaborate with the Business Office and the District's Management Information System to begin generating staff data effective September 1, 1999. The new computer system (Edu-met) will allow the Department of Human Resources to access the database to obtain in-depth staff profiles and evaluations

Staff Certification: Strategy 3.1.7a: (pg. 81) *The district will maintain a database of all certified staff. This database will provide an in-depth staff profile and evaluation.*

The database of certified staff continues to be developed.

The database of certified staff will be developed when the position control list of all staff members is verified and modified. It is anticipated that the verification and modification of the position control list will be completed within a few months. The creation of the database will begin immediately after that. The completion of the database might take anywhere from one year to two years depending on the quality of the data on file.

Successful

x

Unsuccessful

Explanation of Success/Nonsuccess:

The Department of Human Resources/Personnel will collaborate with the Business Office and the District's Management Information System to begin generating staff data effective September 1, 1999. The new computer system (Edu-met) will allow the Department of Human Resources to access the database to obtain in-depth staff profiles and evaluations.

The Assistant Superintendent of Human Resources and Personnel is in dialogue with the director of the District's Management Information System to replace the paper files with electronic files within three years.

III. GAAP

(Page 72)

Baseline data: 1997-1998 Generally accepted Accounting Principals: 23 recommendations and 14 repeats

Benchmark data: 1998-1999 Generally accepted Accounting Principals: District will meet GAAP requirement

The Business Office had a total of 18 audit recommendations and 10 repeat recommendations for FY 98 (see Table 3 (pg. 20))

Successful

--

Unsuccessful

x

Explanation of Success/Nonsuccess:

Although the Business Office did not meet the Generally Accepted Accounting Principles:GAAP requirements for FY 98, there has been a steady reduction in the total and repeat number of audit recommendations. The District has moved from 80 total and 28 repeat recommendations in FY 92 to 18 total and 10 repeat recommendations in FY 98. The newly hired Business Administrator, Michael Donow, will continue to employ practices to reduce the audits and meet GAAP requirements.

The Edu-met system has been phased in since July 1998. The system has given principals, directors and supervisors immediate online access to accounts. While the old ordering process took 30-60 days, orders can now be processed in as little as two to three days.

Both the Payroll and Human Resources Departments have also been converted to Edu-met. Previously, three separate databases were used to access employee records. With the new Edu-met system, employee records can be accessed on a single database.

Table 3

ANALYSIS OF AUDIT RECOMMENDATIONS, FY91 THROUGH FY98

FY	Administrative Practice and Procedures	Financial Planning and Accounting and Reporting	School Purchasing Program	Food Service	Application for State School Aid	Transportation	Miscellaneous	Sub-Total Business Office	Student Body Activities	Total Rec's.
91	16-6	33-9	11-5	8-4	2-0	0-0	1-0	71-24	6-3	77-27
92	3-0	46-13	3-3	12-5	2-2	0-0	0-0	66-23	14-5	80-28
93	1-0	42-25	5-3	13-10	0-0	0-0	2-0	63-38	16-12	79-50
94	3-0	38-16	5-4	6-4	0-0	0-0	1-0	53-24	12-6	65-30
95	1-0	27-12	2-1	5-4	1-0	0-0	0-0	36-17	12-8	48-25
96	1-1	36-18	0-0	4-2	1-1	0-0	0-0	42-22	9-7	51-29
97	0-0	12-10	0-0	1-1	0-0	0-0	0-0	13-11	10-3	23-14
98	0-0	8-9	0-0	3-1	1-0	1-0	0-0	13-9	5-1	18-10

*Numbers in each column represent total recommendations and repeat recommendations.

V. APPENDICES

A. ELEMENTARY

- ❖ MATHEMATICS
- ❖ LANGUAGE ARTS
- ❖ SCIENCE
- ❖ SOCIAL STUDIES
- ❖ WHOLE SCHOOL REFORM

B. SECONDARY

- ❖ SOCIAL STUDIES
- ❖ SCIENCE
- ❖ WHOLE SCHOOL REFORM

A. OVERVIEW FOR ELEMENTARY SCHOOL

During the '98 – '99 school year 3rd, 4th, 7th and 8th grade teachers were provided with extensive staff development in the areas of Language Arts, Mathematics, Social Studies and Science. The staff development sessions in each of these three (4) disciplines was aligned with the NJCCCS at each grade level. The materials used were aligned specifically to ESPA/GEPA specifications and the New Jersey Frameworks as well as the District Curricula and Resource Guides.

As subject supervisors and assistant directors reviewed and evaluated the support that was provided to the schools during the '98 – '99 term, it was noted that most of the staff development sessions were content specific exclusive to each of the individual disciplines. Based on this finding three (3) of the district in-service sessions for '99 – 2000 to teachers of grades 3, 4, 7 and 8 will focus on developing and implementing interdisciplinary lessons focusing on specific content areas and connecting Core Curriculum Content Standard topics/themes for Language Arts, Mathematics, Science and Social Studies.

During the later part of the '98 – '99 school year the District implemented a Principal's Institute. The purpose of this institute was to in-service Principals and Vice Principals on the alignment of grade level instruction to the NJCCCS and the assessments. Principals and Vice Principals worked cooperatively on lessons from a variety of grade levels.

These introductory sessions were widely received. Principals and Vice Principals agreed that this type of staff development would prepare them to better recognize and monitor the alignment of instruction, assessment and the NJCCCS while observing and evaluating teachers lessons. The District will continue these sessions during the 99 – 2000 school year.

The Assistant Directors and Subject Supervisors for the districts elementary schools were unable to assess and evaluate the impact of their staff development sessions with student scores on ESPA/GEPA as scores have not yet been released.

At this time the impact of the staff development will be assessed through teacher observations/evaluations, lesson plans and student work. During '98 – '99, all elementary schools used departmentalized assessments for ESPA in both Mathematics and Language Arts. Some of the district elementary schools also used departmentalized tests for Language Arts and Mathematics for GEPA as well. Student results on these assessments were analyzed to determine rate of success and improvement in student performance.

The district will continue to use these assessments as part of its preparation for ESPA/GEPA. In addition the district will begin implementation of interim assessments in Language Arts, Mathematics, Science and Social Studies from the '99 – 2000 school year.

The District has developed an extremely intensive staff development program for the '99 – 2000 year.

The staff development sessions will be scheduled as follows:

District In-Service Staff Development Training-ESPA & GEPA

October 8 December 1 January 1 February 1

Grade Level Meetings/Common Planning Time

September October November December January February March

Grade Level Meetings/Teachers Pulled

October November December January February March April May

Extended Day In-Service Sessions

October November December January February March April May

After-school In-service Courses

October November December March April

The district has provided a variety of extended day programs for their elementary school students. During the '98 – '99 school year there were Early Morning, After School and Summer Institute programs.

These programs provided concept development, remediation, problem solving and increased emphasis on open-ended questions.

Over the past few years these programs have been helpful on impacting student achievement on the EWT. The district continued its focus in providing experiences in explanation, experimentation and problem solving across all disciplines with regard to ESPA/GEPA.

Assistant Directors and Subject Supervisors have evaluated this program by identifying a set of causal relationships among a set of strategies relevant toward achievement on ESPA/GEPA.

Once the ESPA/GEPA scores are received the extended day programs will be reevaluated with additional emphasis placed on areas which need to be improved.

The district will begin an extended year program in two of its elementary schools during the '99 – 2000 school term. These programs will begin on August 13 and will increase the school year by fifteen (15) days in these buildings.

(MATH - SCIENCE - SOCIAL STUDIES - LANGUAGE ARTS)

Common elements of each discipline:

- ❖ **Elements of an Effective Plan: Passive vs. Active Instruction**
 - ❖ **Elements of why and how students learn**
- ❖ **How to effectively teach a lesson to a large group of students**
 - ❖ **Encourage and demonstrate how to schedule staff**
- ❖ **How to better use Basic Skills Teachers to accelerate NJCCCS.**

MATHEMATICS K – 8 ELEMENTARY SCHOOLS

The K – 8 Mathematics Department’s Strategic Plan for the 98 – 99 school year focused on three (3) categories. The department developed a comprehensive and strategic plan in the areas of Staff Development, Curriculum/Program and Materials. An annotated list of these strategies follows.

A. STAFF DEVELOPMENT

1. William Paterson University – Endorsement Program

Virtually all of Paterson’s K – 8 mathematics teachers are elementary certified and have varied backgrounds in mathematics. Endorsement (certification) courses are a means of strengthening their mathematics knowledge and understanding. This program was originally started at the high schools (due to the shortage of certified math teachers) and proved to be effective. Consequently, opportunities to obtain math certification are offered at the elementary school level.

2. In-service Courses

In order to strengthen the mathematics ability of the elementary school teachers eight (8) mathematics In-service courses were offered. Each course was a minimum of ten (10) hours. Local, state and/or nationally recognized mathematics consultants taught these courses.

3. District In-service

District in-services sessions were offered monthly from October through May. In-service sessions were held from a minimum of ninety (90) minutes to full day.

4. Grade Level Meetings

Mathematics teachers were provided with staff development covering the Core Curriculum Content Standards and ESPA/GEPA topics.

Teachers grades K – 2	1 – 3 sessions
Teachers grades 3 – 8	5 – 8 sessions

5. Conferences / Seminars

- ❖ Enlisted teachers to participate in ESPA/GEPA Dodge Foundation Summer Institute
- ❖ Administrators and support staff attended state (AMTNJ) and national (NCTM & NCSM) Mathematics Conference.
- ❖ 40 – 50 teachers went to (AMTNJ) Association of Mathematics Teachers of New Jersey) Conference.

6. Extended Day Summer Enrichment Staff Development Programs

7. Parent Mathematics Training

Turnkey Parent Training Provided to Staff (3 hr. session)

District K – 8 Mathematics Department provided training to teacher representatives from all elementary schools. Teachers in turn train parents in their individual buildings using these activities. Additionally, “Families Achieving New Standards in Math, Science and Technology” Workshops were presented to parents at several schools within the district.

8. Institute Integrating Mathematics and Technology Teacher Training Project (IMATT) a partnership between Stevens Institute and five cluster II elementary schools was implemented.

A. Curriculum / Program

- formed a committee of 8th grade math teachers to align existing curriculum GEPA materials and develop new ones
- served on committees to develop the district Education Plan and to review the Strategic Plan
- assisted in the preparation of two ESPA math assessments used in district grades 4 classrooms
- collected and reviewed GEPA mathematics instructional time lines
- planned and implemented an Academic Quiz Bowl integrating Mathematics, Language Arts, Science and Social Studies. Teams of 8th grades student from each elementary school competed against each other.
- Assisted with district Math – Science Fairs and celebration of the “100th Day of School”
- Developed and distributed numerous ESPA/GEPA math materials to teachers. These materials included staff development activities, quizzes and assignments.

B. Distribution of Relevant and Current Materials

- Develop and distribute District Resource manuals to Elementary School Teachers. Manuals contained NJCCCS, ESPA/GEPA specifications, and sample problems.
- Provided GEPA manipulatives kits for all grade 8 mathematics teachers
- Provided new upgraded calculators for all district fourth grades
- Supplied district teachers NJCCCS and ESPA/GEPA mathematics resources
- Provided all students in grades 4 – 7 – 8 with ESPA/GEPA math workbooks

Language Arts K-8 for Elementary Schools

In the spring of 1998, the Paterson Public Schools Language-Arts Department developed a comprehensive and strategic approach to improving language-arts instruction and test results for the 1998-1999 school year. After reviewing the EST results and assiduously studying the *Directory of Test Specifications for the ESPA, GEPA, and HSPA*, we compiled a series of strategies to address the totally revised and expanded eighth-grade language-arts test and the still relatively new New Jersey Core Curriculum Content Standards. Part of our strategy was to expand test-specific training and resultant curricular issues to grade 3 and 7. An annotated list of these strategies follows:

- ❖ Language Arts Curriculum revised to include the Language Arts Literacy Core Curriculum Content Standards, printed, and sent to schools.
- ❖ Distributed the *Directory of Test Specifications and Sample Items for the ESPA, GEPA, and HSPA* to every school administrator and 3rd-8th grade teacher at the beginning of the school year.
- ❖ Distributed the Language Arts Curriculum Frameworks to every school administrator and K-8 classroom teacher.
- ❖ Developed, had copyrighted, had printed, and distributed to every seventh and eighth grade language-arts teacher an 87-page booklet titled *Preparing for the GEPA: Writing Prompts and Open-ended Questions*. This booklet contained writing prompts and open-ended questions for the Board-Adopted language materials. (Publishers and published authors of test-preparation materials expressed a very positive reaction to the quality of the material.)
- ❖ Provided extensive inservice training for school administrators and language-arts teachers of grades 3, 4, 7 and 8 on the Core Curriculum Content Standards, the ESPA and GEPA test specifications, graphic organizers, writing rubrics, and ways to implement them in daily instruction. This training was provided as follows:
 - ❖ ESPA/GEPA training also conducted for all school librarians (three 3-hour sessions)
 - ❖ Students in grades 4 and 8 were provided with the ESPA Writing Coach and the GEPA Writing Coach and inservice training was conducted by the authors.
 - ❖ Extensive student writing was required and monitored through journals and writing folders.
 - ❖ District-designed writing prompts were provided to 7th and 8th grades.
 - ❖ District-selected reading prompts (narrative, persuasive, and informational) provided to 7th and 8th grades.
 - ❖ Piloted Reading Strategies for Literature and Reading Strategies for Nonfiction (Copyright 1999) in grades 3, 4, 7 and 8.
- ❖ Required reading program (5 novels in addition to regular language-arts curriculum for grades 6-8) initiated. (Program to be expanded in 1999-2000 to include grades 3-5).

- ❖ Four Reading Is Fundamental distributions were conducted at every school.
- ❖ “The Fifty-book Club” initiated for grades K-8. 348 students read a minimum of 50 books for a total of 19,817 books. (Many more students participated, but did not reach 50 books)
- ❖ Students had extensive opportunities to attend stage performances of celebrated authors at Passaic County Community College. There were 56 performances with 300 students at each performance. In addition, there were over 300 “Meet-the-Author Days” in which renowned authors conducted four writing workshops for elementary students.

STRATEGIC PLAN

ANNUAL REPORT SUMMARY...ELEMENTARY

SCIENCE

The Science Department has been actively involved in a number of activities designed to address curriculum and staff development.

The Science support teachers and the Supervisor of Science have conducted workshops involving the CCS, Science Frameworks, Science test specifications for ESPA & GEPA and the alignment of the district Science curriculum with state standards.

These workshops were well attended and occurred during grade level meetings, (an average of 3 per day per support teacher) district staff development days (7) and after school in-service courses. (GEPA & ESPA training 10 hours each.) The support teachers also delivered at least 2 demonstration lessons per day.

In addition to providing information concerning standards, the Science support teachers and the Supervisor of Science were also responsible for the design of a Portfolio assessment for K-2.

As part of the New Jersey state-testing program, Paterson was involved in the pilot for the performance assessment for ESPA and GEPA. This was extremely valuable since “hands-on” activities will be one component of the state Science test.

The district staff development initiatives offered were well attended but we also have been involved in a number of partnership programs. Some of the outstanding projects for elementary teachers include; Buehler Parent PACCT program, Family Math/Science, Educational Technology M.S. program at Ramapo College, (RST) Meteorology, (RST) Watershed at Ramapo, and the Stevens Institute AT&T and IKE programs.

These programs have been successful because they address cognitive as well as affective skills.

STRATEGIC PLAN
ANNUAL REPORT SUMMARY - ELEMENTARY
SOCIAL STUDIES

The primary task in the area of social studies in the elementary schools for the 1998-1999 year was to resurrect a program that was essentially dormant for several years. Since social studies has not been assessed through state testing, some schools incorrectly neglected social studies in an attempt to improve language arts and math scores.

CURRICULUM

Every quality program must begin with an outstanding curriculum. The social studies curriculum for grades seven and eight was adopted in 1997. Each activity in the guide was coded to a specific standard. The K-6 guide was not aligned to the standards due to a lack of time and funds. A committee will be organized by October 1999, and that committee will not only address the curriculum, but also portfolio assessment activities aligned to the curriculum and standards. Copies of both curriculum guides were made available to all principals and teachers during the forty workshops and grade level meetings conducted by the supervisor during the school year.

Grades four to eight in the social studies curriculum are content specific. The scope and sequence of those grade levels include three years of New Jersey and United States history/civics (grades 4,5,8) and two years of world history (grades 6 and 7) If consistency of weekly time allotments in content areas is established, students will be prepared for the social studies GEPA.

An inventory of social studies textbooks was conducted during the year for grades four to eight. It was a major accomplishment for the district to realize that all students throughout the district on a particular grade level are using the same textbook. Those textbooks are new or recently purchased, and are aligned to the core content standards.

A major curriculum initiative for the 1999-2000 school year will be a geography skills matrix for grades K-8. This matrix will include all mapping skills necessary for the social studies ESPA and GEPA. Each teacher on every grade level will be able to make a contribution to map skills building. Every student in grades four through eight received a paper desk map appropriate to the curriculum for that grade level during the 1998-1999 school year.

The Holocaust and Genocide Curriculum Guide was printed during the 1998-1999 school year, and plans were developed to implement the guide next year through training key teachers in each building.

STAFF DEVELOPMENT

If we expect the teachers to implement the core content standards, we must be sure they are equipped with the tools to complete the task. Staff in-service is key to preparing teachers to implement the standards in the classroom. Forty in-service workshops or grade level meetings were conducted by the social studies supervisor during 1998-1999. The emphasis was placed on grade four due to the ESPA on October 26, 1999. Every fourth grade teacher in the district received training through the grade level meeting process. At the initial staff development session, the teachers received a copy of the standards and the correlation of the standards to their textbook. The social studies supervisor reviewed this alignment and prioritized specific chapters from the textbook.

A workshop was conducted by the supervisor on May 21, 1999 for social studies teachers in grades 7 and 8. Many of the teachers work in a building which is departmentalized by subject matter, so these specialists mapped the curriculum to match the needs of the curriculum and GEPA.

The social studies framework and ESPA test specifications have recently been released so in-service training for teachers especially in grades 3 and 4 will again be a priority.

INTERDISCIPLINARY ACTIVITIES

The key to raising all scores, especially those in the elementary grades, is for well-trained teachers to work together to plan interdisciplinary lessons conceptually and thematically. The supervisor worked with several schools especially Charles J. Riley School 9 to develop interdisciplinary mapping. Projects using interdisciplinary themes were encouraged for all teachers.

Timed reading samples and writing prompts related to the social studies content were encouraged throughout the year. During the 1999-2000 school year that encouragement will be a major push for all grades especially grades 7 and 8.

CONTESTS AND PARTNERSHIPS

Contests involving higher order thinking skills are an excellent avenue for students to master the social studies standards. Students in the elementary schools were involved in Law Day contests, and were encouraged to participate in National History Day. Next year we hope to enter a team in the Stock Market Game also. Teams of eighth grade students from all of the elementary schools competed in an Academic Quiz Bowl. The history and geography categories included material taught in the seventh and eighth grade curriculum. Contests provide teachers with many student-centered learning projects.

A partnership with William Paterson University was begun in the area of geography and environmental science. Plans for teacher training by William Paterson staff were developed during the year. Discussions with Ramapo College on teacher training were also initiated.

WHOLE SCHOOL REFORM ELEMENTARY SCHOOLS

In the 1998-99 school year the Paterson Public Schools district had thirteen schools which became part of the first cohort of Whole School Reform Schools. These thirteen first cohort WSR schools selected/voted for the following models in August, 1998:

Additionally, guidelines for election and training of the teams were developed and these thirteen schools elected their School Management Teams. Immediately following these activities, WSR Implementation Plans and zero-based, school-based budgets were developed and approved for the first cohort of WSR schools for the following two years. The thirteen schools established contracts with the developers, planned and received training for their first year of implementation of their models, and applied for the State Start-Up Grant in the amount of \$50,000.00 per school. These grant dollars were finally approved by the State in June of 1999.

Concurrently, the State Department of Education began its implementation of the Abbott regulations and established the School Review and Improvement teams (SRI) who started interacting with the WSR schools. Particularized Needs were also identified for five of the thirteen schools and an in-depth application/plan developed. These were rejected by the State DOE, however, and the Particularized Needs plans were not revised and/or implemented due to lack of funding and/or approval.

The development of a restructured central office plan, which would ultimately provide more direct services/support to Whole School Reform schools, was initiated. Moreover, the district prepared to embark on the development of its Education Plan with an Accountability Plan for all staff.

However, the first cohort of Whole School Reform schools aggressively pursued training on their selected models, while the second and third cohort schools followed the Superintendent's ESPA and GEPA initiatives more fervently. All thirteen first cohort schools continue to be very optimistic about the promise of improving student achievement with research-based models that have been proven to succeed. These WSR schools have collaborated with their SMTs, comprised of staff and parent/community, to select and implement these WSR models.

Simultaneously, second and third cohort schools developed their Exploration Plans and proceeded to elect their School Management Teams. All second and third cohort schools engaged in exploring Whole School Reform models and attending State, as well as in and out-of-district provided in-service sessions. These activities happened in a variety of areas related to the Abbott regulations, including but not limited to the training of their teams, visitations to other schools, and presentations by developers. Furthermore, these second and third cohort schools continue to pursue a good "fit" between their schools and the explored WSR models.

B. STRATEGIC PLAN
ANNUAL REPORT SUMMARY - SECONDARY
SOCIAL STUDIES

The high school social studies program needed a specific focus and alignment during the 1998-1999 school year. The future HSPA in social studies forced the district to examine not only the content and skills in each course offering but also the location of the course in the overall program. Curriculum and course alignment, staff development, interdisciplinary planning, and contests were the core components of the 1998-1999 school year.

CURRICULUM

The social studies curriculum for grades 9-12 was approved in 1997. Each activity is coded to a specific standard. Since world history is a one year course in New Jersey, major content decisions had to be reached to prepare students for the HSPA in social studies. Staff members at the three high schools aligned the chapters in the world history text to the areas of emphasis for the HSPA. Then they outlined each pertinent chapter for the HSPA. Those content outlines will be the focus of instruction in world history for the 1999-2000 school year.

There are three years of mandatory high school social studies instruction in the state of New Jersey. Therefore, all mandatory courses must be completed by the end of grade eleven so students will be prepared for the HSPA. United States History I and II will be moved to grades ten and eleven beginning in September, 1999. Many meetings were conducted with the department chairpersons, principals, assistant superintendents, and school schedulers to accomplish this task.

The Holocaust and Genocide Curriculum Guide was printed during the year. Plans were developed for the chairperson of that curriculum committee to in service all high school social studies and language arts teachers at the beginning of the 1999-2000 school year. The guide will be infused throughout all curricula in the high school.

The district is prepared for the new school year with a curriculum aligned to the standards, content outlines in a restructured world history program, and United States History I and II placed in grade levels appropriate to the HSPA.

STAFF DEVELOPMENT

Staff in service is the key to providing teachers with the tools to implement the standards in the classroom. A workshop on the standards was conducted for high school social studies teachers on October 7, 1998. Additionally, staff from the high schools met during departmental meetings to discuss the implementation of the standards in the classroom.

A Holocaust and Genocide workshop was conducted by the state director, Dr. Paul Winkler on November 10, 1998. Dr. Winkler discussed our new guide and implementing the Holocaust in the classroom as part of a program on genocide.

Since United States History I will be moved to grade ten in September, students will experience American history and literature in the same grade level. Plans were developed during this school year for common planning time for teachers of United States History I and English II.

INTERDISCIPLINARY ACTIVITIES

Students must read and write in the content areas for scores in all areas to improve. Reading samples relevant to the social studies content and writing prompts related to social studies issues were introduced during the school year. Next year that interdisciplinary activity will be structured on a biweekly cycle with the science department. Additionally, reading samples in the social studies will be relevant to an HSPT sample in both length and time.

Interdisciplinary workshops for teachers of science, social studies, language arts and math were conducted in March and May, 1999. Teams of teachers in the four areas actually examined their individual curriculum guides for possible thematic connections during the March workshop. The May workshop considered interdisciplinary activities in geography.

CONTESTS AND PARTNERSHIPS

Paterson high school students exceeded expectations and won half the state awards for New Jersey History Day on April 24, 1999. Participation and excellence in that competition has been a tradition at the high schools. Students in the Government and Law academy at John F. Kennedy High School participated in Law Day activities.

That school also conducted a history fair at the end of the school year.

Next year there are plans for an Academic Quiz Bowl and Stock Market Game.

A partnership with William Paterson University was begun in the area of geography and environmental science. Plans for teacher training by William Paterson staff were developed during the year.

MODIFICATIONS SECONDARY

Increase in Staff Development

Staff development for social studies teachers is key to providing teachers with strategies to improve instruction. Staff development for the 1999 – 2000 school year will include the following strategies:

- ❖ Implementation of the Core Curriculum Content Standards into daily instruction.
- ❖ Integration of timed reading selections and writing prompts across the curriculum.
- ❖ Inclusion of open-ended questions and essays into all forms of assessment.
- ❖ District-wide final exams in social studies
- ❖ Creation of interdisciplinary teams to develop activities which includes thematic instruction in social studies, science and language arts

To ensure that these staff development strategies become reality the district supervisor and department chairpersons will increase their roles as instructional leaders.

Instructional Time for Students

Consistently raising the bar so that instruction includes higher order thinking skills is an ongoing process.

- ❖ Since the state assessment will focus on higher order thinking skills, emphasis on activities and lessons, which include analysis, prediction and evaluation must be increased.
- ❖ Classroom instruction must be monitored to assess its correlation to the standards and evidence of the implementation of strategies in the educational plan.
- ❖ Enrollment in challenging contests such as National History Day, Academic Decathlon and Geography Awareness Week must be continued and expanded.
Writing prompts relating to social studies issues will also be incorporated biweekly to increase opportunity for students to think, analyze, evaluate and predict.

ANNUAL REPORT SUMMARY HIGH SCHOOLS

SCIENCE

Curriculum/Staff Development

Science teachers in grades 9 – 12 have been involved in a number of activities designed to align the district curriculum and instruction with the New Jersey Core Curriculum Content Standards.

Prior to the publication of the New Jersey Science Standards, a correlation of the Paterson K – 12 Science Curriculum was prepared using the “draft” of the state standards. The document was disseminated to the schools in a “grid format.”

When the final copy of the Science standards was available, the previous alignment was revised.

In order to address the reading and writing standards. The Science department required that a weekly reading/writing activity be implemented in all science classes.

In addition, the Science, Social Studies and Language Arts departments collaborated and offered staff development to teachers to prepare: open-ended questions, writing prompts and interdisciplinary thematic modules. The modules were coded to the standards.

The Science department has also been developing sample test items and vocabulary study guides for the HSPA. In addition, performance assessment test questions have also been prepared.

With regards to exemplary programs/curricula the High School Science teachers have been participating in an number of projects designed to provide opportunities to “apply” the Core Curriculum Content Standards.

Some of the outstanding programs include: N.J.B.I.S.E.C – Clinical Institute for teachers at St. Joseph’s Hospital, Family Math/Science workshops, M.S. program at Ramapo College (M.S. Educational Technology) Agribiotechnology program at Cook College/William Paterson University and Curriculum writing for academy teams.

In addition, to participating in such programs, several of our Science Department staff members have served as presenters at State and National Science Conventions to share their experiences and investigate new and innovative programs.

EXEMPLARY PROGRAMS FOR STUDENT

This year our High School students participated in a number of programs designated to be motivational and encourage “hands-on”, “problem-solving” learning.

Some of the outstanding programs were; LSC visitations, Math/Science Technology Fairs, Clinical Institute at St. Joseph’s Hospital (HARP Academy). “STEM” academy “ROOTS” program, Forensic – Passaic County Community College, Robotics and the residential Agribiotechnology/Cook College Program.

MODIFICATIONS SECONDARY

Increase in Staff Development

- ❖ With regard to staff development a review of teacher scheduling patterns will be conducted. Every opportunity will be taken to increase the “common planning” times for teachers across disciplines and within individual departments, specifically for grade eleven and grade ten staff.
- ❖ In addition to providing staff development locally, we will continue to explore programs and projects offered by colleges and other institutions.
- ❖ In order for the staff development to be effective, we will continue to monitor lessons and provide demonstration lessons.

Instructional Strategies Grades 9-12

- ❖ We will continue offering the current student program activities but also include modeling of the “ROOTS – STEM” project.
- ❖ We will also implement the Quiz Bowl at the High School level and develop a district theme for the Math/Science Tech Fairs – perhaps the Millennium project.